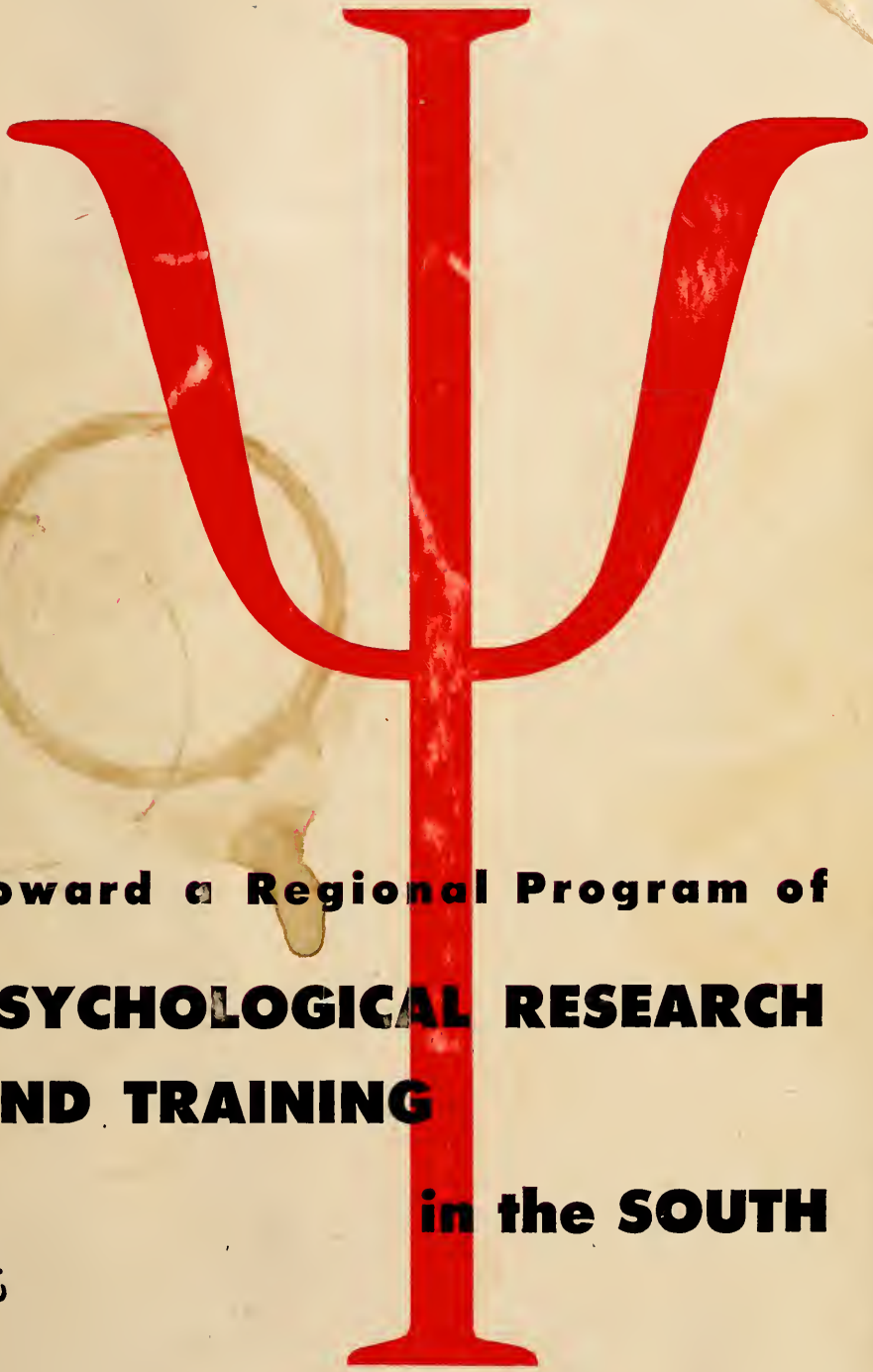

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The opinions expressed in this booklet are those of the people who participated in the activities it records. The effort of the Southern Regional Education Board is to obtain a consensus of professional opinion rather than to obtain opinion with which it necessarily agrees.

WM. J. MCGLOTHLIN
Consultant for Professional Programs
Southern Regional Education Board

PREFACE

In late January, 1953, one hundred and five psychologists, psychiatrists and social workers met on the Emory University campus under the auspices of the Southern Regional Education Board and vigorously confronted the problems of increasing the quality and utilization of the South's psychological resources. To an observer from outside the South, it was an exciting meeting. One had the feeling that here was genuine social pioneering, with highly trained and socially conscious people making a creative attack on problems of great importance to themselves and to those they aspire to serve.

Many of the problems discussed in the addresses and in the lively work groups are those which psychologists everywhere carry with them. These are the problems which arise from the fact that psychology is a young profession attempting to grow rapidly into maturity which will allow it to make the fullest contribution to the pattern of American life. Other problems were Southern. The following pages recount not only the Southern psychologists' perceptions and solutions of the general problems of psychology as a profession and as a science but also their creative and uniquely cooperative attempts to meet the special challenges of the South.

This collection of documents growing out of the January conference and several subsequent meetings will be of particular interest to the 500 psychologists who live and work in the Southern states. But it will be of interest also to any psychologist anywhere who is concerned with the healthy development of his profession; and it will reward everyone who derives satisfaction from seeing, in a complex social setting, dramatic advance of the human enterprise.

Fillmore H. Sanford
Executive Secretary
American Psychological Association

Washington, D. C.
August, 1953

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Part I

PSYCHOLOGICAL RESOURCES AND NEEDS IN THE SOUTHERN STATES

The Southern Regional Conference on Psychological Resources grew out of widespread concern to meet the increasing demand for psychological services in the South. As the key speaker at the Conference, Dr. Dael Wolfle, Director, Commission on Human Resources and Advanced Training, described the needs and resources of the Southern states in psychology. His remarks relate particularly to the eight states represented at the Conference, but their import applies as well to all fourteen of the states which participate in the Southern Regional Education Compact and which have joined in post-Conference activities. Dr. Wolfle's address sets the background for this report as it did for the Conference by its emphasis on the accurate assessment of the social utility of psychology as the criterion by which the profession and its development must be gauged.

FIVE HUNDRED MEMBERS of the American Psychological Association live in the eight states which are represented in this Conference. These eight states include 16 percent of the nation's population but only six percent of its psychologists. In the rest of the country one person in 15,000 is a member of the American Psychological Association; in this region the ratio is one in 45,000. Membership in the American Psychological Association is not synonymous with being a psychologist, but these comparisons show clearly that the South is not as plentifully supplied with psychologists as is the rest of the country.

One reason is that the South does not produce as many. During the past five years the nation's universities have conferred 1500 doctor's degrees in psychology, but only 23, or 1.5 percent, of those degrees were granted by universities in this region. It is commonly known that there are greater opportunities for graduate work elsewhere than there are here, but the South is not producing its proportionate share of the undergraduate students who later enter graduate school and earn doctor's degrees in psychology. These eight states now grant 13 percent of all bachelor's degrees conferred in the United States, but only eight percent of the bachelor's degrees which are awarded

to psychology majors. In Trytten's study of the undergraduate origins of recent doctorates in the sciences, it was found that only four percent of the men and women who received doctor's degrees in psychology between 1936 and 1945 had received their undergraduate training in this region.

Without bothering with additional statistics, we can clearly see the general conclusions: there are only about a third as many psychologists, relative to the total population, in this region as in the rest of the country; the region is training considerably fewer psychologists than it employs; it provides the undergraduate education and the initial interest in psychology to only a third or a fourth of its proportionate share of the students who later earn the Ph.D. degrees in psychology.

Comparison with the rest of the nation is only one way of assessing the South's current psychological resources. It is also possible, and in many ways just as valuable, to compare the present situation with that of an earlier time. That kind of comparison shows that much growth has occurred. Six percent of the members of the American Psychological Association live in these eight states. Twenty years ago, when the American Psychological Association was much smaller, the members in this region also accounted for six percent of the total. The profession has grown pretty rapidly during the past 20 years, and the growth here has kept pace with that of the nation as a whole. Not many of you can remember how few we were twenty years ago. Back in 1932 North Carolina and Tennessee were the only states in this area in which one could find more than a dozen members of the American Psychological Association. Now there are two states with over a hundred each, and all but two states in the region include fifty or more. I was the first psychologist employed by the University of Mississippi and established its Department of Psychology twenty years ago last fall. Now there are 27 members of the American Psychological Association in Mississippi. For all eight states together, psychologists have increased in number from fewer than 100 in 1932 to more than 500 in 1952. Despite this evidence of growth, you are not satisfied; you consider the psychologist's services to be socially valuable and you want more of those services.

A considerable number of prospective employers share that wish. The United States Public Health Service has difficulty in finding qualified psychologists to serve in the mental health programs of the Southern states. The Veterans' Administration seeks more clinical psychologists than it has been able to employ for duty in its hospitals here, and it anticipates equal difficulty in recruiting counselors for its new counseling program. The military installations in the South need psychologists for research and operations connected with a wide variety of military problems. Discussions with department chairmen and university officials reveal the trouble they experience in

finding competent psychologists for faculty appointments. These difficulties arise partly from the general shortage which has been experienced all over the country. But the difficulties are partly regional and reflect the handicap the South experiences in bidding against other parts of the nation.

With regard to the first problem—that of the national shortage—there are some hopeful signs. One of the most pressing recent shortages has been of well trained young psychologists with a few years of postdoctoral experience. The reason is easy to find. Training was interrupted by the war. From 1943 through 1947 only 390 doctor's degrees in psychology were granted. In the past five years there has been a great expansion of graduate schools, and 1500 doctorates in psychology have been awarded. Consequently we can look forward during the immediate future years to a much larger group of young psychologists with doctor's degrees and a few years of experience than we were able to find during the hectic expansion immediately following the end of the war. Within this group are people of ability, and now of some experience, who can begin to move into positions of responsibility. During the next five years approximately 2,000 new doctorates in psychology will be conferred. It should be possible to attract some of those young men and women here to help expand psychological training and service facilities.

With regard to the regional problem, it will also be necessary to provide better graduate training locally; for, while the nation is the market at the Ph.D. level, there is a strong tendency to accept an appointment in the region of one's graduate training. Approximately 40 percent of the students who come into a region for the purpose of undertaking graduate work remain in that region after receiving their doctorates. The other 60 percent scatters to the four winds. The South cannot send its most promising talent elsewhere for graduate training and expect very much of that talent to return here to work. It will be some time before the South will train as many psychologists as it employs. Even if it were doing so, it would nevertheless be desirable to draw in some people from other parts of the country, for we do not want a strictly regional science. It is for these reasons that I have given the national figures on recent and prospective production of Ph.D.'s.

The problem of attracting additional psychological talent to the region brings up the whole question of the South's competitive position. A psychologist, like other scientific and professional men, wants to live in a community in which he can find intellectual stimulation, where there are other people with similar interests and problems with whom he can discuss topics of mutual interest, where there are good schools and a wholesome community in which to rear his children, and where facilities exist for the type of work in which he is most interested. If he can also live in a comfortable climate and receive an attractive pay check, everything is rosy. While one

person's ideal conditions may be quite different from another's, most people would agree on a number of aspects. If we improve conditions generally, they will be attractive to a larger number of persons and the South's competitive position will be improved. So let us examine possibilities. What resources can the South call upon to build up its psychological services and training opportunities and to increase its attractiveness in bidding for the services of those psychologists who will be necessary to staff such an expansion?

The universities are both instruments which must be improved and bait which can be used to attract men and money necessary for their improvement. A good graduate department is necessary for the training of future psychologists and is also an asset in attracting the teachers necessary to give that training. Graduate work in psychology in these eight states has, we all know, been meager. As far as I can tell from Harper's Tables of American Doctorates in Psychology, the first Ph.D. in psychology given in this region was conferred by George Peabody College in 1919, and that was the only one for ten years. Then in the five years from 1929 to 1933 North Carolina gave eight, Peabody six, Duke five, and Vanderbilt one. During those five years the region suddenly jumped from giving no doctorates to giving four percent of all the doctorates in psychology which were conferred in the United States. The Southern universities continued to give four percent of the national total until 1943. Then the region began to slip. From 1944 through 1948 it has granted only one and a half percent.

It is evident that it would be desirable to train more graduate students here. But good graduate education is expensive, far more expensive per student than undergraduate education. Qualified teachers, equipment, the facilities for research, and practicum arrangements all cost money. A considerable investment is necessary before a university can justly claim to be prepared to offer instruction to the doctoral level. Even then, one must buy graduate students. Whether we like it or not, the way to get graduate students is to pay them. Most of them are at least partially dependent upon fellowships, teaching assistantships, research assistantships, or other forms of student aid. These expenses, and the opportunities which they provide, tend to grow cumulatively and eventually the cost will be shared widely. But the process has to be started, and a good part of the initial cost will have to be provided locally. The first task, therefore, is to help some of the universities to expand their departmental facilities so that they will merit and attract larger numbers of well-qualified graduate students.

In this effort the Southern Regional Education Board is a major asset. Nowhere in the United States is there a more energetic and farsighted approach to the problems of improving a region's educational opportunities

than here. Through its programs of regional cooperation the Board multiplies the effectiveness of the South's institutions of learning. In order to take advantage of its aid, however, considerable tolerance and willingness to subjugate one's personal ambitions to the progress of the region as a whole may be necessary. It is unrealistic to expect every Southern university suddenly to become a leading center for graduate work in psychology, but some of them can become such centers. If I had enough money to endow one university with the staff and facilities of a great department of psychology, I would much rather do that than to spread an equal amount of money and staff over several universities. For in the latter case all that would be accomplished would be a number of small, and perhaps temporary gains, while in the former there may be created an outstanding institution, one which would serve as a model for neighboring universities, which would be instrumental in drawing other facilities to the region, which would attract graduate students, many of whom would go out to teach in other Southern schools. The impact of Johns Hopkins University on medical education and research in the United States has been many times greater than the same amount of money and the same distinguished staff could have produced had they been scattered over half a dozen struggling medical schools. Here, then, is one resource which you have: the opportunity, through the already developed mechanisms of regional cooperation, to concentrate effort and resources initially on one or two or three universities which will become leaders of graduate training in psychology, models for other universities to emulate, and magnets to attract outside funds, scholars, interest and support.

In the South's expanding industry lies a second resource. The general economic upbuilding will be advantageous to psychology in many indirect ways. Directly it means positions for industrial psychologists, research opportunities for graduate students, possibilities for cooperation between universities and industry on several fronts, and some additions to that perennially desirable commodity—money. It should also mean better public schools, greater interest in vocational guidance, and increased opportunities for counseling.

In much the same way the growth of military installations in the South offers opportunities for assistance. In Texas the Human Resources Research Center of the Air Training Command has become the largest psychological research effort under unified direction that has ever existed anywhere. It has been aided by the Department of Psychology of the University of Texas, but it has also been of assistance to that department. The Human Resources Research Institute at Maxwell Air Force Base in Alabama has not developed as far nor have its ties with any one university been as close, but if its own

program prospers it will be a strong ally in support of the programs you are contemplating.

There are other resources upon which you can call for financial support. I have in mind several sources. The expansion of the government research effort is too well known to require elaboration. For good reasons the great bulk of that money has gone to institutions outside of this region. But many of the men who are responsible for writing government research contracts are keenly aware of the long range desirability of geographic diversification of the nation's research facilities. It is not their primary business to build up the resources of a region which lags slightly behind other areas, but as soon as you can convince them that a Southern institution is well qualified for a particular type of research, they will be glad to spend a greater number of their research dollars here. Already, in the brief span of the Southern Regional Education Board's activity, the percentage of federal research money allocated to Southern institutions has become several times as great as it was when the Board was founded.

As for the philanthropic foundations, it seems to me that they have grown tired of supporting Southern education because it is Southern, because it is backward, or because of the iniquities of the War Between the States. But foundation officials are constantly searching for ways to spend their money wisely. Give them plans and programs which are intrinsically good and they will welcome your visits and make you grants.

The imagination, the planning, the coordination, and the detailed work involved in exploiting these resources must come from within the region. The whole effort to improve graduate training facilities is largely a bootstrap operation. Those who occupy the boots must do some tugging, or no one else will. Four or five years ago when much effort was being devoted to expanding and improving opportunities for the training of clinical psychologists it seemed to me highly desirable to have one of the Southern universities become an outstanding center for such training. I discussed this idea with several psychologists and got their approval. I approached one of the large federal agencies which has a major stake in the country's mental health efforts and outlined to them the advantages of such a scheme. Again there was approval. A little conference, within the government agency, was called to discuss the relative merits of different institutions and of different kinds of programs. We selected a university which we thought had considerable potential for growth and where facilities were available in psychiatry and social work as well as psychology so that a coordinated training program might be developed. The agency itself did not feel free to approach the university with a promise of money, even an implied promise, for a program which had not yet been planned in detail. But I had their blessing in inform-

ing representatives of the selected university of the opportunity which would probably be open to them if they wanted to seize it. I did. And that, I regret, is the end of the story. The university never submitted the hoped-for request. Financial assistance is available, but not unless it is requested, not unless the proposals merit it.

During the next three days we will be discussing the types of expanded programs which may best meet some of the demands we know to exist, programs which will attract larger numbers of graduate students, programs which will train psychologists who can be of professional service to the institutions and communities of the region. In developing those plans you have one great asset, the freedom to approach the problems with a fresh eye, with imagination, and, if your cooperative thought dictates, with a boldness which would be impossible in a region where traditional patterns are more firmly set. The programs outlined here may be mediocre copies of what has been done elsewhere or may set new and better patterns in the development of psychological science and psychological service.

Probably the most natural first steps in planning new programs is to make an estimate of the demand and then to see what may be necessary to satisfy that demand. I should like to challenge that procedure by asking this question: Shall we plan our programs in terms of what we consider to be the *demand* for psychologists or in terms of what we consider to be the *need* for psychologists? It has seemed to me that professional groups usually confuse demand and need. The two concepts should be kept distinct. By demand we should mean demand in an economic or marketplace sense. The demand for psychologists—to over simplify things a bit—is the number, of a given quality, for whom there are jobs at a given price. If psychologists come down in price, the demand may go up, for psychologists could then be employed to do jobs which other people now do. If psychologists go up in price, the demand will diminish, for some services cannot then be afforded, or less expensive alternatives will be adopted. The term need is not as easily defined, but I think of it in a more absolute sense, with a connotation of social or personal value and services rendered. A man with a broken leg needs a doctor. He may be too badly hurt to recognize his need. He may or he may not have the money with which to pay the doctor's fee. There may or may not be a doctor available. But the benefits which a physician could give him are potentially great and the penalty of not having a physician's services may be permanent and crippling. He needs a doctor. The case is not as dramatically clear, but here is another illustration. Ten years from now there will be many more children in elementary school than there are now. In 1962 we will need more school teachers than we did in 1952. We may have difficulty in paying their salaries. We may have difficulty in finding qualified

applicants for the teaching positions. But as a nation we have decided that a minimum amount of education for all children is a socially desirable thing. It matters not whether there is a shortage or a surplus of school teachers in 1962, the need will be great and it should be kept separate in our thinking from the demand.

It is commonplace and understandable for a professional group to believe that its services are socially valuable and that there is a need for those services. But professional enthusiasm is not the only yardstick to use. I have said that need should be thought of in a more absolute sense than demand. But I do not mean absolute in a completely inflexible sense. Needs are also relative, relative to each other. If the man with a broken leg is also drowning, he may, for the moment, need a rope more than he needs a doctor. It has been characteristic of most professions that they have thought more of professional standards than they have of the costs to society of securing their services. A part of the price this country has paid for the excellence of its medical services has been the maintenance of extremely high cost programs of medical education. Some parts of the nation need more doctors, but many universities cannot afford additions due to the severe financial strain put upon them by the high costs of medical education. As we plan for the expansion of graduate training programs in psychology, I hope that we can keep in mind the fact that universities also have other responsibilities, and that we can consider psychological needs in relation to other needs of the region.

The question of need is really our old friend the problem of a criterion. For most professional groups, the criterion problem has been more or less adequately handled by common-sense evidence which is generally accepted as valid. The engineer designs useful public works, machines, weapons, entertainment devices, and other products, and the value of his services is reasonably obvious to all informed observers. I'm not sure that the need for television is as great as the demand, or that the current clamor for engineers is entirely justified, but by and large, engineering does not face a particularly difficult problem of justifying its services to mankind. Neither do the doctors or the dentists or the school teachers. In fact none of these groups has thought very much about the criterion problem. But we have, and we should apply that thinking to ourselves. Some academic psychologists working in their laboratories have been somewhat aloof from the problem. As a part of science and scholarship they could afford to say that they were working on pure research and that criteria of immediate usefulness were irrelevant. But when psychologists moved into industry they ran squarely into the criterion problem. The personnel procedures, employment devices, work modification and morale programs, and everything else they do must justify itself. No psychologists are more concerned about the selection and use of adequate

criteria of the value of their services than the industrial psychologist.

In the field of personal counseling, whether the client be a child with a reading or speech handicap, a student wanting vocational advice, or an emotionally disturbed patient in a mental hospital, and whether the counselor be a psychologist, a psychiatrist, or anyone else who renders psychological services, the criterion problem is there. How valuable are the services we can render to individual clients? How much does society need them? How much of such services can society afford in competition with its other needs? The criterion problem here is peculiarly difficult to solve, for so much of what goes on is of a private, personal nature and so much of what goes on may not show its full effect until many years afterwards. But difficulty will not justify dodging the issue, nor will the glib assertion that research is not moral when clients need help. I have read, as you have, Eysenck's recent review of the literature on recovery rates of emotionally disturbed patients. You will recall that a smaller percentage of recovery was found among patients who were treated by systematic psychoanalytic therapy than among those who were treated by more eclectic and sometimes more superficial methods, and that the percentage of such patients who recovered was smaller than the percentage of those who were given custodial care and little else. Do recovery rates constitute an appropriate criterion of the therapist's services? I'm not sure that they do. Yet the results which Eysenck summarized should make us stop to consider the value of the services of a clinical psychologist, and, by implication, of a personal counselor who deals with less disturbed people.

No statistics of the kind quoted by Eysenck are satisfactory to many clinical psychologists or to many others who work in a therapeutic or counseling role. They point with emphasis to the changes which take place in a person during a series of interviews. They know that they have profoundly influenced their patients. What is more, the clients know it too, for their testimony can be as eloquent as the testimony of the therapist. I have considerable sympathy for these attitudes. From time to time I have read case histories and verbatim transcriptions of interviews. Although an utter layman in these matters, I find it impossible to escape the conclusion that the client does undergo important changes. Yet I mistrust these impressions as scientific evidence, and wonder whether such testimony constitutes an adequate criterion. We should be cautious about concluding from the data reviewed by Eysenck that the best treatment of a mentally sick person is to let him alone. But we should be equally cautious about accepting testimonial advertising for the benefits of the services we offer.

I wish that I could be more constructive at this point, but I do not know how to evaluate clinical services. Yet the rendering of such services is the

major interest of many psychologists and will bulk large in the planning for the expansion of graduate training facilities in the region. So the criterion problem must be faced. Society has a right to ask: How do you know that what you do is useful? It has a right to ask: Are your services valuable enough, are they badly enough needed, to justify the expense of training more psychologists? It has a right to ask if its money might not better be spent on some other socially desirable objectives. For the welfare of the mental health movement, for the welfare of the whole psychological profession, it is healthy that society does ask these questions, and our own professional mental health will be better if we recognize them and attempt to answer them honestly than it will be if we adopt any of the devices which individuals sometimes use in an effort to avoid the anxiety of having to face uncomfortable questions.

In our present state of knowledge none of us can answer these questions fully and adequately. In raising the problems, therefore, it is not my purpose to put any of us on the spot, but rather to point out an opportunity that lies ahead of us. Psychological training facilities will expand, and psychological services will become more generally available throughout the South. As that expansion takes place there can be opportunities to try out different procedures, to compare different methods, to begin collecting evidence of what happens as a consequence of different types of psychological service. As we proceed we have an opportunity to seek answers to the pointed questions which society is entitled to ask us. If the programs are so planned that one of their objectives is to secure answers to these questions, you will be rendering a great service to society and to psychology, you will be involved in an exciting adventure, you will be demonstrating a high order of social awareness and sense of service, and you will win support from your professional colleagues, from thoughtful observers in other professions and in the lay public, and from the foundations which are dedicated to the improvement of human welfare.

I am sure that you will all agree that it is time for this paper to come to a conclusion. I am afraid that is impossible, for I do not know the proper conclusion. It will end, pretty soon, but the ending will be with a summary and a restatement of some of the questions which confront us. That is the only kind of ending possible, for if I knew the proper conclusions, so would you, and if you knew them this Conference would not be necessary.

As measured by the number of members of the American Psychological Association, the psychological population of these eight states has been growing as rapidly as has the psychological population of the nation as a whole, neither lagging behind nor catching up on the relative position the region occupied twenty years ago. There continue to be relatively fewer psycholo-

gists here than in other parts of the nation. It is not surprising therefore that the region has not been training its fair share of the nation's psychologists nor providing the undergraduate stimulation which prompts a proportionate number of students to go elsewhere for graduate work leading to careers as psychologists.

While the supply has been growing, the demand has been growing more rapidly. Jobs go unfilled because suitable people are not available or are not willing to come to this region when opportunities elsewhere seem to them to be more attractive. The jobs will multiply in number. The industrial expansion of the South will continue to create new openings for industrial psychologists. College enrollment is certain to expand and the expansion will make it necessary to add many instructors to faculty rolls. The growing demand for psychological services to individuals is part of a social movement which has too much inertia to be easily reversed.

To meet these demands expansion is necessary, and there are resources for an expanded program. The educational institutions of the South are growing in size and strength. There are students to be interested in psychology. There is the Southern Regional Education Board to help the universities, to cooperate in planning and conducting programs which will increase their effectiveness over that which could be expected if each acted alone. There is a better supply of young psychologists with a few years of post-Ph.D. experience to consider for appointment than was available a few years ago, and that supply will continue to increase in the next few years. There are industrial and military developments which create opportunities for cooperative research programs, which create new jobs for psychologists, and which in strengthening the Southern economy and educational institutions generally will indirectly strengthen psychology also. There is the inter-disciplinary interest manifested in this Conference and the thinking which led up to it. There is money available from government agencies and from philanthropic foundations with which to support worthy programs. These are some of the resources with which you have to work.

Lastly, there is opportunity for inventiveness, for a socially oriented development which has been illustrated in discussing the difference between trying to meet demands and trying to determine and satisfy needs. The absence of set patterns, the enthusiastic pursuit of the best solutions to the needs, the opportunity to try out a variety of possible approaches, the cooperative spirit which runs through the region's educational institutions, the opportunity to build in the direction which careful thought finally leads to agreement is the most desirable direction; this complex of intangible factors is the greatest asset of all if there exists the imagination to grasp its challenge and capitalize on its opportunities.

Growth to full stature, the answers to the questions concerning need, the realization of your aspirations will not all come at once nor will they come within the space of a very few years. But a reasonably short time perspective may be reassuring. Twenty years ago I was teaching in Mississippi. Let me reminisce for a minute. Psychologists were so few and far between in those days that it was a comfort to know that Ted Cureton was only two or three hundred miles away at Auburn, Alabama. Only a handful of you were here twenty years ago. Such a meeting as this could not have been held at that time. Those who can remember that far back will recall that we were living in an intellectual climate which was marked by the Scopes evolution trial and the epochal clash between William Jennings Bryan and Clarence Darrow which that trial and its total background produced. Our research budgets were pitifully small and if we got a grant in aid of one hundred dollars it was cause for much rejoicing. Here and there were individuals such as Joe Peterson and John Dashiell to whom one could send graduate students, but the ambitious student was generally wise to seek his advanced degrees elsewhere. There were not 100 psychologists in the eight states combined, and practically none of them were employed outside of college halls. That was only twenty years ago. What will the scene be like twenty years from now? If this Conference is as successful as I hope it will be, during the next three days we will be deciding how we want that question to be answered.

Part II

THE SOUTHERN REGIONAL CONFERENCE ON PSYCHOLOGICAL RESOURCES

THE SOUTHERN REGIONAL Conference on Psychological Resources was designed to help solve some of the major problems of increasing the number of psychologists and the availability of their services in the South. It was meant to stimulate coordinated planning and action by the various agencies and institutions which are concerned with the development of psychological services in the communities of Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. Participants in the Conference anticipated from the beginning that the other six states which support the Southern Regional Education Compact would join in subsequent activities. The ultimate purpose of the Conference was to assist in making programs of psychological training, research, and services in the South as strong as possible.

The Conference set out to accomplish the following specific objectives:

1. To reach general agreement on the role of the psychologist and related personnel in mental health programs.
2. To identify needs for expansion of present university doctoral programs and research centers in psychology and for the establishment of new university programs and centers in psychology.
3. To stimulate curriculum review and planning within the universities.
4. To make plans by which resources of various agencies and institutions can be made available through the exchange of students and other means.
5. To reach agreement on steps to be taken to organize adequate internship opportunities.
6. To prepare plans which will aid in obtaining and retaining qualified psychological personnel.
7. To identify ways in which psychologists may be used effectively in community service.
8. To define the role of voluntary and governmental agencies in achieving these ends.
9. To suggest such joint regional action as may be useful in achieving these ends.

In order to reach its objectives, the Conference divided attention among three major areas. First, it sought to define the roles of psychologists, agencies, and associations in community service. Second, it studied the education of psychologists. Third, it considered the effective use of psychologists in relation to other mental health personnel.

Planning for the Conference began in a small meeting held at the offices of the Southern Regional Education Board in Atlanta on August 23-24, 1952. There a group of psychologists, selected from the Southeast, recommended to the Board that it sponsor the Conference and request funds from the National Institute of Mental Health to finance it. They included Donald K. Adams, Professor of Psychology, Duke University; Clair H. Calhoon, Mental Health Consultant for the United States Public Health Service in Atlanta; Louis D. Cohen, Professor of Psychology, Duke University; J. C. Dixon, Director of Clinical Training, Department of Psychology, University of Florida; Ralph T. Hinton, Jr., Area Chief of Clinical Psychology, Veterans' Administration, Atlanta; Nicholas Hobbs, Chairman, Division of Guidance and Human Development, George Peabody College for Teachers; Robert M. Hughes, Chairman, Committee on Ethics and Standards, Georgia Psychological Association, Inc.; M. C. Langhorne, Chairman, Department of Psychology, Emory University; Gerald R. Pascal, Director, Psychological Service Center, University of Tennessee; Paul W. Peningroth, Director, Child Guidance Clinic of Pinellas County, St. Petersburg, Florida; Thomas W. Richards, Professor Neuropsychiatry, School of Medicine, Louisiana State University; and Martha Westrope, Department of Mental Hygiene, Columbia, South Carolina. Wm. J. McGlothlin, the Southern Regional Education Board's Consultant for Professional Programs, served as secretary for the group.

On the basis of advice from this preliminary planning group, the Board applied for a grant to the National Institute of Mental Health of the Public Health Service under provisions of the National Mental Health Act. In September, the Institute announced approval of a grant to the Board in the amount of $5,346. The period of the grant was later extended to September 30, 1953, to facilitate follow-up activities and preparation of this report.

The participants in the original session reconvened on November 22-23, 1952, as the Planning Committee for the Conference. In the meantime, they had discussed the prospect of the Conference with representatives of the universities and other agencies which employ psychologists in the region. With the help of information gathered in this way the Planning Committee assessed the various interests which the Conference should attempt to meet.

ORGANIZATION OF THE CONFERENCE

THE CONFERENCE OPENED on the campus of Emory University the morning of January 29, 1953, with an address of welcome by President Goodrich C. White, who introduced the Honorable Frank G. Clement, Governor of Tennessee. Governor Clement delivered an address entitled "The Concern of the State with the Mental Health of Its Citizens." President White then introduced Dr. Wolfle, whose address on "Psychological Needs and Resources in the Southern States" appears as Part I of this booklet.

Following the opening addresses, the Conference organized itself for work. The participants spent the afternoon of the first day in small discussion groups which dealt with the general concerns of the Conference: the role of psychologists in community service, the production or education of psychologists and the utilization of psychologists. These groups reconvened in general session to make brief progress reports at midafternoon. In the evening, representatives of each group served on a panel which reported in general session on the conclusions which had been reached. With this information in hand, the Planning and Steering Committees organized the work for the last two days of the Conference.

Throughout Friday and Saturday morning, January 30 and 31, the Conference participants worked in six Action Groups whose task was to bring in recommendations on specified topics for consideration of the Conference in its final general session on Saturday afternoon. Group A dealt with the development of university training and the education of Negro psychologists. Group B considered curriculum problems. Group C considered the recruitment and the selection of students, inter- and intra-university cooperation and the broadening of professional training in psychology. Group D was concerned with the development of research facilities related to community services and with the role of psychologists in community service. Group E dealt with practicum training facilities. And Group F devoted itself to developing recommendations on the levels of training, inter- and intra-professional relations and psychology in community service.

The Action Group reports thus contain much of the raw material which went into the production of the recommendations of the Conference. They reflect the thinking and preserve something of the atmosphere of the Conference, but the opinions contained in them are in no sense official. The reports are presented here because of intrinsic interest and because it is hoped they will aid the reader to understand the Conference results more intimately. The results themselves, in the form of recommendations, make up Part III of this report.

ACTION GROUP REPORTS

GROUP A

DR. NICHOLAS HOBBS, *Chairman*

Consultants: DR. BRUCE V. MOORE AND DR. MAX M. LEVIN

Group A was assigned the task of considering three problems: (a) development of university training facilities, (b) inter- and intra-university cooperation in psychological training, and (c) the education of Negro psychologists. These problems were discussed under two general headings, graduate training and undergraduate training. In order to clarify some of the problems involved, a survey was made of existing training facilities in the Southern region. It is apparent that training facilities at the present time are inadequate.

Methods of improving this situation were discussed by two sub-groups dealing with problems of undergraduate and graduate training. Undergraduate training is excellent or adequate in some colleges and universities; it is woefully lacking in many of the colleges in the area; it is non-existent in others. The situation with respect to graduate training facilities in the South is deplorable. The need for programs of graduate training is particularly pressing in the states of South Carolina, Georgia, Alabama and Mississippi. In fact, in this whole area, which extends from the Atlantic Ocean to the Mississippi River, no Ph.D. in psychology has ever been granted.

Graduate Section

Chairman: DR. JAMES C. DIXON *Recorder:* DR. P. C. YOUNG

It was the feeling of the group that there was a need for strengthening all of the graduate training programs in psychology in the South. Present programs should be supplemented and departments not now offering the Ph.D. degree should be encouraged to institute doctoral training programs. In accordance with the Harvard report, we believe that all psychology taught in a college or university should be under the jurisdiction or supervision of the department of psychology. We believe that the Ph.D. degree should be the minimum professional requirement in psychology; further recognizing that specialized training is necessary in certain fields, we nevertheless believe that general doctoral training should be so organized that the Ph.D. will be reasonably competent to perform in any psychological capacity.

We recommend that the following actions be taken to improve graduate training in the region:

1. We recommend that the Southern Regional Education Board encourage neighboring institutions in this area to exchange services, staff, course

work, etc., in cases where such reciprocity could be beneficial. In some cases it might even be possible to dove-tail curricula and to make arrangements for the automatic transfer of graduate credit. Attention is directed to the present cooperative arrangements that exist between Vanderbilt University and George Peabody College.

2. We recommend strongly that every department of psychology make research the core of its psychological functions and training program. We therefore urge the increase of laboratory facilities in all Southern universities and colleges and ask that the Southern Regional Education Board transmit this recommendation to the various institutions.

3. We urge that the Southern Regional Education Board call to the attention of university administrators the special need for increased subsidization of graduate students in psychology.

4. We recommend that department heads who may receive applications from students interested in an area not represented in their departments should inform the applicant of training possibilities elsewhere in this region.

5. We recommend that the Southern Society for Philosophy and Psychology be requested to institute a study group for the purpose of examining the possibility of establishing uniform minimum standards for admission to graduate work in psychology.

Undergraduate Section

Chairman and Recorder: Dr. Nicholas Hobbs

The needs of the Southern region for psychological research and services will require expansion of graduate training. However, expanded graduate training must rest on a broad program of instruction in psychology in the years preceding a graduate period.

Beginnings must be made in the high schools where instruction in psychology should be widely initiated. In addition to the value of such instruction to individual pupils, the teaching of psychology in the high schools should serve to inform the public regarding the use of psychological services and to encourage promising students to enter the profession of psychology.

At the collegiate level, considerable strengthening of instructional programs is essential. Instruction in psychology at the undergraduate level should have four objectives:

I. The teaching of psychology as a basic life-science, knowledge of which is essential to a liberal education.

II. The preparation of students to enter graduate training in psychology.

III. The provision of instruction in psychology for students in other professional programs, such as medicine, law, and engineering.

IV. The preparation of high school teachers of psychology.

Psychology has not been developed in Southern colleges as it has in colleges in other areas of the country. The South cannot be expected to produce its proportionate share of the nation's psychologists unless more emphasis is given to psychology at the undergraduate level.

Undergraduate instruction of Negro psychologists presents a special problem; the inadequacies widely evident in the region are accentuated in Negro colleges. In the entire Southern region there is only one Negro college which has a psychological laboratory. There is a two-fold problem—strengthening psychology offerings in Negro institutions through a long-range program of development, and meeting urgent and immediate needs for staff and facilities by cooperative arrangements among Negro and white colleges in local areas.

Finally, the strength of psychology in undergraduate programs will depend upon the effectiveness of the teaching of psychology. The challenge of improving teaching must be met by psychologists themselves.

1. We recognize that the problem of providing an adequate supply of Negro psychologists for the nation and the Southern region cannot be solved solely by opening graduate schools to Negro youth. Negro students must be prepared in increasing numbers to take advantage of expanding opportunities. We therefore recommend:

— that undergraduate schools giving training to Negroes strengthen their offerings in psychology and related background disciplines in order to equip students to pursue graduate study successfully, and

— that the faculties and facilities of colleges in close proximity be shared in order immediately to make available such resources as laboratories, etc., to students enrolled in Negro colleges, with course credit accruing to the Negro student in his own college.

— that the governors of states, the state departments of education, and the boards and presidents of public and private undergraduate institutions in the Southern region be informed of these recommendations.

— that in addition to provisions for undergraduate students consideration be given to the admission of properly qualified Negro students to graduate training in psychology in public and private Southern universities as is being currently done in some fields of graduate and professional education in Texas, Oklahoma, Louisiana, Arkansas, Tennessee, North Carolina, Virginia, and Maryland. In order to further this aim we recommend that the Southern Regional Education Board call this finding to the attention of appropriate officials and administrators.

— that the Southern Regional Education Board seek to interest educational foundations in the strengthening of undergraduate training pro-

grams in psychology for Negroes and the subsidization of qualified Negro graduate students in psychology.

To promote acquaintance with the principles of psychology and to promote knowledgeability and acceptance of psychology as a life science, it is recommended that psychology be taught in high schools and be given the same status as other life sciences. A corrollary recommendation is that in the undergraduate training of school teachers, psychology not only be considered a professional course but also one of content, similar to mathematics, English, etc., so that certified teachers can be equipped to teach psychology. It is suggested that these recommendations be addressed to state psychological associations, state departments of education, universities, colleges, PTA's and other interested groups for action by a continuing appropriate agency.

In order to increase student interest in psychology, and in order to encourage and stimulate increased enrollment in undergraduate courses in psychology, there is a recognized need for strengthening the quality of instruction in courses offered by both majors and non-majors. We recommend, as one step that should be taken to implement the objective of improving the quality of instruction, that the Southern Regional Education Board and the Conference of Deans of Southern Graduate Schools or other appropriate agency initiate the action necessary to establish and conduct workshops on the improvement of instruction.

A survey of the offerings in psychology at institutions in the Southern region points to its absence in general education studies and to a lack in its offerings for related programs. We believe that psychology must be considered as a life science which should be an integral part of the cultural experiences included in a general education program. We believe that every liberal arts college should offer at least 20 semester hours or 30 quarter hours in psychology in order to take care of the needs of students continuing at the graduate level, as well as the needs of students in related professions such as nursing, social work, law, medicine, and public health. We suggest that these beliefs be addressed to all presidents, deans, and chairmen of departments of psychology at regional institutions.

GROUP B

DR. E. H. RODNICK, *Chairman*

Consultant: DR. R. S. WALDROP *Recorder:* DR. I. A. FOSBERG

This group was concerned with problems of curriculum on various levels of academic training—doctoral, sub-doctoral, and baccalaureate. The overall framework in which we operated presupposes that standards for the Southern region should not be below those advocated for the nation as a

whole. We submitted in the form of recommendations the ideas for which we would like the approval of the Conference. Our group considered the problem of levels of training and educational standards as an overall integral problem which requires careful consideration of the contribution which psychology can make to the development of useful citizens and to the training of higher-level professional personnel who can be of maximal usefulness in meeting the needs set forth in this Conference. Our analysis of this problem led to the following recommendations:

1. The group believes that standards of training and competence for all levels of responsibility in the psychological work of this region should be comparable to and consistent with those of other regions. These standards are recognized as goals to be effected as soon as possible.

2. The group believes that the first year of graduate study in psychology should be regarded as a new venture and not simply or necessarily a continuation of undergraduate preparation in psychology. The program for the first year should provide a broad base for subsequent professional training, with recognition of special needs of individuals.

3. A large number of colleges in this area have no programs or have inadequate programs of instruction; in many cases colleges are not represented or are utilizing instructors who are untrained in this field. In addition psychology is a science. Proper instruction in this field requires facilities such as laboratories which are not currently provided.

4. The group believes that graduate training staffs in psychology must concern themselves with the professional adjustment as well as the intellectual qualifications of students.

5. The group believes that in the intermediate level of graduate training in psychology there is a place for two types of academic objectives:

   a. Trained preparation for the doctoral degree.

   b. Specialized technical training.

Careful attention to this dual type of graduate instruction could make possible a more efficient utilization of the resources in this region. Existing programs may be strengthened or new programs established which might serve as feeders into our organization of doctoral programs that are already in existence. In addition some departments might concern themselves especially with the second objective above in order to minimize overlapping with other programs in this area.

6. The group recommends that in the strengthening and coordination of psychological training programs in this region, special consideration should be given to the two foregoing objectives by the Southern Regional Education Board and the sub-doctoral committee of the American Psychological Association.

7. The group believes the best utilization of psychological competence can be assured by having specialized technicians below the doctoral level work under the general supervision of a fully trained psychologist.

8. The group believes that psychologists in planning university curricula should take cognizance of the contributions which psychologists can make to the training programs of other professions, as well as the contributions which other fields can make to the training programs of psychologists. This will involve the taking of special steps to insure coordination. This problem may be referred to a special study group which would be in a position to explore and analyze the special local problems that may arise in various universities. In some cases this might be handled by setting up local university interdepartmental committees with representatives of those departments which either utilize instruction in psychology as part of their professional program or feel the need for such instruction. Where personnel may not be available locally who would be equipped to give such instruction to other professional groups, the coordination of several departments might be possible in the joint employment in the department of psychology of a psychologist who is especially equipped and prepared to interpret psychological relations to other professions. This problem is an extremely important one, since psychological knowledge has direct application to many fields which are concerned with an understanding of human and interpersonal behavior. The very recency of the development of psychological departments in this region may account for our lag in bringing to bear the contribution of psychology on the teaching of other professions, such as education, medicine, nursing, social work, law, engineering, business administration.

9. The group recommends that the Southern Regional Education Board give early consideration to the establishment of programs for psychological counseling and job specifications in states where they have not yet been formally established, as well as an examination of existing programs. Furthermore, it is recommended that the Division on Counseling and Guidance of the American Psychological Association be requested to give attention to the general definition of types of counseling activities and the development of training standards with particular reference to the Southern region.

Insufficient time was available for discussion in detail. The problems which we considered as being of central importance might be approached as follows:

1. The improvement of psychological training and the development of psychological services in this area can be enhanced by the employment of specially trained institutional and psychological workers who are now in the field. This is necessary in order to keep the quality of psychological work as up to date and effective as possible, as the field of psychology grows and develops.

2. The special needs of this region require careful consideration of the needs for a community service emphasis in some phase of our graduate training program in order to equip professional workers with a knowledge of the special problems and requirements of this region. This is particularly crucial if the South is to make a determined effort to give our mental health programs a preventive rather than merely a curative or custodial emphasis.

3. The resources of this area might be more fully exploited by careful consideration of different areas of specialization within the graduate programs of the various universities, in order to spread our resources as widely as possible and to avoid unnecessary duplication of effort.

4. If we are to make an effective contribution to the advancement of knowledge and to the country as a whole, as well as to have the highest level of competence in the professional workers of this region, we should begin to pay more attention to post-doctoral, refresher, and training programs. We recognize that the doctoral degree is really the training most necessary for over-all general effectiveness of independent professional work and development, but that the subsequent work experience is an integral part of professional training. Some provision must therefore be made for follow-up advanced training for a highest level of professional work.

GROUP C

DR. ROGER HOWELL, *Chairman*

Consultant: DR. DAEL WOLFLE *Recorder:* DR. EDWARD E. CURETON

Group C was concerned with recruitment and selection of students in psychological training and broadening professional training in psychology.

1. The general nature of the subject matter of psychology is not as well known to freshmen as is that of most other disciplines. As a result, those having potential interest in the field have no basis for developing such interest until they have studied psychology in college. There is, therefore, a real problem of acquainting freshmen with the nature of psychology.

Undergraduate training in psychology should serve two groups of students: those who are interested mainly in people and human relations, and those who, in addition, are interested in psychology as a science. While graduate students will come primarily from the second group, the undergraduate program should concern itself with its own direct objectives. It should serve both of these groups, and should not be considered as primarily a program to prepare students for graduate work leading to professional service.

RECOMMENDATION: In order to improve the psychological training of students interested primarily in other disciplines, and in order to make

information concerning psychology more generally available to potentially well-qualified graduate students, it is recommended to departments of psychology that their undergraduate offerings be strengthened and extended by such steps as, for example, (a) opening the introductory course to freshman students, (b) making particular efforts to provide superior teaching in the elementary course, (c) arranging for more members of the department of psychology to serve as freshman advisors, and (d) developing strong undergraduate programs in colleges which offer no graduate work.

2. There are at present no nationally outstanding departments of psychology in the South, and there appears to be no immediate prospect of the development of such departments. It is probable, however, that Southern universities may develop departments which are outstanding in particular areas. Without suggesting agreements limiting the future progress and expansion of any department, we feel that interchange of information concerning future plans would be valuable, and that if there are areas of psychology in which no university in the region is strong, mutual discussion might result in changes in the plans of one or more institutions.

RECOMMENDATION: In order to assist the universities to act more intelligently in terms of regional needs, it is recommended that the Southern Regional Education Board assist the departments of psychology of Southern universities to exchange information periodically about the areas of psychological research and graduate training which are being emphasized in each, and in which each is planning significant further developments.

3. There are greater employment opportunities for trained Negro psychologists than can now be met. The necessary graduate training of this group is handicapped by the present very limited opportunities for adequate undergraduate instruction.

RECOMMENDATION: The Southern Regional Education Board should sponsor a study of the facilities for undergraduate instruction of Negroes in psychology, with the cooperation of each state psychological association, as a first vital step toward the improvement of this situation.

4. It is often desirable for a graduate student working primarily in one university to spend a period ranging from a quarter or a semester to a year at another institution, in order to take advantage of special facilities at the latter. These graduate students often hold non-transferrable assistantships or fellowships at the original institution, and the cooperating institution cannot offer them assistance on a short-term basis.

RECOMMENDATION: In order to strengthen the training of individual graduate students, it is recommended that universities and other fellowship-granting agencies be encouraged to use a portion of their funds to facilitate

the short-term transfer of selected graduate students. It is further recommended to the Southern Regional Education Board that increased funds be sought for this purpose.

Prospective graduate students frequently apply to several graduate schools for admission and for assistantships or fellowships, and the appointing or admitting institution is often not notified of applicants' decisions not to accept until it is too late to use effective selection procedures in filling the resulting vacancies. Some progress has been made by the establishment of uniform deadlines, but it appears desirable that some central clearing-house be established preferably on a national rather than regional basis, to implement maximum use of educational facilities for graduate training in psychology. Since the related administrative problems are highly complex, this general problem is drawn to the attention of the Conference without specific recommendation.

GROUP D

JAMES M. ENNEIS, *Chairman*

Consultant: DR. J. MCV. HUNT *Recorder:* DR. S. M. JOURARD

The major areas for discussion within which the group limited itself were:

— How to develop research facilities as related to community services.

— Role of psychology in community services.

In elaborating these general areas, the group concerned itself with some discussion of:

A. Role functions which psychologists perform.

B. Needs of people that create the necessity for psychological services.

C. Agencies which employ psychologists to meet the above needs, viz:

1. mental hospitals
2. school systems
3. colleges
4. welfare agencies
5. public health
6. mental hygiene clinics
7. religious groups
8. medical care agencies
9. courts

Attention was called to the imperative that psychologists serving in these agencies should not only dispense direct services to the public but should also perform, more than at present, the function of appraising existing services toward the aim of improving them and developing new methods of service.

As discussion proceeded, the following issues were raised:

A. The need for depicting to administrators more fully the role functions that psychologists can play in their organizations to the end of more effective utilization of this professional group.

B. The need for developing "general practitioners of psychology," persons drawn from related fields who have received training in psychological techniques and can then serve in local settings to deal with front-line behavioral problems. Such individuals might perform services in a school setting, such as screening personnel and students; counseling on minor problems; advising on management of social and learning situations; referring individuals needing special help to the proper resources.

C. The concept that all service functions in these various agencies should be accomplished by a concomitant evaluation procedure toward the aim of constantly appraising current method and developing new methods.

D. A growing concern that psychologists be aware of general social changes and the manner in which they would affect the need for and the character of psychological services. The group also realized that psychologists should consistently plan their services and training in relation to and conjunction with other disciplines contributing knowledge on human behavior and with those agencies committed to dealing with problems of human behavior.

E. The increased need for better communication between community and agencies using psychological services, and universities and other training and research facilities in psychology. This should be provided toward the end of developing training which more realistically prepares psychologists for community service and agency operation which more efficiently utilizes the training and research resources of the universities.

F. The possibility of over-selling psychological services in creating demand that cannot be met and services which cannot be realistically fulfilled.

G. The conviction that psychological services should not be limited to sick persons but should valuably contribute toward the enrichment of personality development and understanding of inter-personal relationship in the population at large.

In the final session the group was charged with the responsibility of developing specific recommendations and a report to the Conference. This task was approached by selecting four major areas about which to develop recommendations:

— The appraisal of community and agency needs for psychological services.
— Public relations to acquaint the community and agencies with the services psychologists can perform.
— Provision for the evaluation of current community services.
— The improvement of psychologists' training for community work.

Consideration of these areas yielded the following specific recommendations:

1. Since we recognize the importance of building into every service program the values of a continuous evaluation and improvement of function, the group recommends that the universities of the Southeastern Region develop interdisciplinary teams to assist community agencies in this function, and that community agencies be encouraged to request and use such teams.

2. This group recommends that state and local conferences be activated to implement the work of the Conference and

a. that psychological associations and departments of psychology here represented develop plans to confer with employers and potential employers of psychologists to ascertain local need for psychological services.
b. that state conferences undertake to inform employers and potential employers of psychologists how psychologists might be used to invent, appraise and improve services in a community.
c. that the universities and colleges of the region be apprised of the community needs so as to help them in the improvement of the training of psychologists to meet these needs.

3. This group recommends that the universities in the region reach out in the furtherance of integration with community agencies both for training and for service-consultation purposes:

a. by giving increased opportunity to graduate students in psychology to experience, learn, and utilize group methods of mental-health education.
b. by encouraging graduate students in psychology to study community problems as thesis projects.
c. by reducing teaching loads of psychologists so as to allow them to give more and better community services.

4. This group recommends to the heads of community agencies that they get together with university people so as mutually to enrich training and service programs.

5. This group recommends to the Southern Regional Education Board that they:

a. seek to aid communities in self-appraisal of needs for psychological

services and in the evaluation and improvement of social and psychological service programs, and

b. that they seek support from foundations for post-doctoral fellowships to attract and to help provide well-trained psychologists for the region.

6. This group recommends that the Veterans' Administration and other federal and state institutions utilizing psychologists make their respective psychological personnel available as consultants to the various other service agencies on request.

7. This group recommends, in recognition of the need for increased training of counseling psychologists and other mental health workers, that support from the United States Public Health Service be sought for such purposes.

GROUP E

DR. LOUIS D. COHEN, *Chairman*

Consultant: DR. JERRY W. CARTER, JR. *Recorder:* MISS SYBIL STONE

It was the group's opinion that a *practicum facility* is one in which the trainee has opportunity to learn by doing under the supervision of a professionally qualified psychologist (Ph.D. and/or diplomate). The *clerkship* which is offered in the first two years of training is primarily an orientation experience both in relation to a variety of facilities in which experience is obtained and the development of a variety of skills. The *internship* which comes in the third or fourth year is a longer, more intense work experience focused on preparation for the professional role and is taken in a supervised training situation. The group emphasized that in both the clerkship and the internship there should be a research emphasis directed toward re-enforcing attitudes toward research and interest in doing research. The practicum training should comprise a variety of experiences with an opportunity to see patients from all age groups and of a wide range of problems and illnesses in a variety of situations.

The internship should be structured as a learning situation, not as a job, and the danger of having students exploited as cheap labor should be avoided. The trainee receives a stipend, not pay for services. The profit to the training facility is not in terms of services received, but in providing a pool from which future employees might be obtained.

The group considered the actual practicum facilities in the Southern region. A listing by states was made and it was seen that facilities in the Southern region are predominantly VA installations and that an acute shortage of facilities offering opportunities to work with children exists. The group noted that there are some universities which have a surplus of internship facilities and a deficit of interns, whereas other universities have

a surplus of interns and a deficit of facilities. The group discussed ways in which the universities could cooperate in meeting each other's needs.

The group then explored ways in which information about present training facilities and potential training facilities could be listed and disseminated. The possibility that Dr. Calhoon, Regional Public Health Service Consultant, could be a valuable resource person to a committee set up for the purpose of making such a list was mentioned. State psychological associations, the Southern Regional Education Board, and the Southern Society of Psychology and Philosophy were mentioned as groups that might possibly be interested in taking over the responsibility for such a service.

It was brought out that there is an urgent regional need to develop research resources in universities and other institutions and that the need to identify and list these resources is of equal importance with the listing of practicum resources. It was felt that this need might be handled by the committee set up to list practicum facilities.

There is a need to encourage universities to assign interns in the Southern region.

Communication between training facilities and state and local service agencies was considered generally poor and it was thought that this might well receive the attention of training institutions and local service facilities so that they might coordinate their efforts; for example, state mental health units might be encouraged to locate and develop service facilities that could also be used as training resources by training institutions.

As a result of its discussions the group recommends:

1. That the Southern Regional Education Board with the assistance of a committee from this Conference study available regional resources for the practical training of psychologists in industrial, educational, medical, and research settings, in order to disseminate widely information of existing acceptable facilities.

2. That the potential resources for practical training of psychologists in industrial, educational, medical, and research areas be made actual through the designation of a qualified person under the auspices of the Southern Regional Education Board, to take the responsibility for bringing together the universities, state mental health authorities, community leaders, and other relevant persons, and effecting improved communication and improved utilization of existing resources.

3. That the Southeastern region emphasize vigorously a program of basic and applied research in both university and non-university settings, without which it will not achieve its full potential in the service of mental health.

4. That in selecting applicants for practical training in psychology, consideration be given to regional needs.

5. That every graduate of a clinical training program should have been trained in at least two or three areas of clinical psychology, including work with children, and we recognize as one of the greatest needs of existing and prospective university clinical training programs the availability of a variety of clerkship and internship settings within a usable distance of the training centers.

GROUP F

DR. W. C. WHITAKER, *Chairman*

Consultant: DR. FILMORE SANFORD *Recorder:* DR. E. L. FLEMING

Group F developed recommendations pertinent to the following areas: levels of training, intra- and inter-professional relationships, and the role of psychology in community service.

With respect to levels of training, the group expressed concern over the present limited course content and the lack of an integrated body of knowledge common to the training of all psychologists. The absence of training in group dynamics and community organization was specifically cited as an obvious lack in many training programs. Improvement of this situation seemed especially important to the group, composed as it was of psychologists who apply knowledge and techniques to problems arising in the community setting.

It was recommended (a) that the Southern Regional Board establish an inter-university committee to develop a core curriculum in psychology, (b) that courses in group dynamics and community organization be integrated into the psychology training programs of all universities.

Another important aspect of training which was felt to be of concern to universities, field centers and psychologists in other settings is that of "feed-back." Recognizing the difficulties which reside in value judgments regarding social needs and current demands, the group felt that in some instances present clinical training did not prepare the student to deal with field situations. In an attempt to reduce cultural lag in training and to increase communication some orderly plan should be developed.

It was recommended that the Southern Regional Education Board act as a coordinator in developing a more effective program of "feed-back" to the universities from training centers, service units, and communities.

Interdisciplinary problems relative to the maximum utilization of other scientific and professional personnel in the training of psychologists were discussed. The group felt that there should be an effective integration of such individuals in the training program.

It was recommended (a) that the departments of psychology be strength-

ened by establishing interdisciplinary faculty, utilizing trained personnel from within and without the university, (b) that two-way consultantships be established between the universities and service centers.

It seemed that, as a group, psychologists are concerned with professional labels which imply function. It was recognized that this is a problem of both national and state significance. It is stressed that there is a recognized need for services at other than the doctoral level. However, it is felt that these services should be supervised by a person having the doctorate.

It was recommended that the American Psychological Association make a series of pilot studies to determine what services can be made to the community by psychologists with less than full professional training.

In the area of intra- and inter-professional relationships, no specific recommendations were made. However, it was felt that psychologists within and without the university setting can strengthen their position by cooperating with all professions in:

(1) joint professional functions
(2) joint participation in community activities
(3) joint research.

Regarding psychology in community service, it was felt first that the professional psychologist could and should contribute to activities involving inter-action with other individuals at all levels of community service. Certainly the psychologist should be sensitive to the social implications of his role.

It was recommended that the state psychological associations urge each psychologist to give thoughtful consideration to the best use of his skills and knowledge in the community and that he be urged to participate in community activities.

With the development of newer and more effective methods of communication the psychologist's effectiveness as a public educator is facilitated. These media should be utilized to promote public information regarding mental health facilities. Universities should go forward with the development of necessary steps to utilize television as an important means of public education in the area of psychology.

It was recommended that the National Institute of Mental Health study the use of television and lay group education as a means of developing mental health concepts.

Finally the group recognized the increasing importance of social research in relation to the problem of mental health. It is evident that traditional approaches must be modified to include studies of the interaction of the individual and society in the determination of behaviour.

It was recommended that universities and community agencies organize and participate in social research.

Part III

CONFERENCE ACTION

At its final general session on January 31, 1953, the Southern Regional Conference on Psychological Resources discussed the proposals of the Action Groups. It accepted, modified or rejected them within the limits of the time available. Those which the Conference adopted as expressing its own recommendations and beliefs follow. Although they stem from the work of the Action Groups, they do not relate to it in any precise order of presentation. Rather they are presented according to subject matter. The Conference went on record as feeling that, owing to limitations of time and the complexity of the topics considered, it did not complete the task which it undertook. Looking to further action, it requested the Planning Committee to meet as soon as possible to carry out the recommendations of the Conference and to initiate further plans for meeting the psychological needs of the South.

DEVELOPMENT OF UNIVERSITY TRAINING FACILITIES

I

In order to improve the psychological training of students in other fields and in order to make information concerning psychology more generally available to potentially well qualified graduate students in psychology, we recommend to departments of psychology that they strengthen and extend their undergraduate offerings by such steps as:

A. opening the introductory course to freshmen.
B. making particular efforts to provide superior teaching in the introductory course.
C. arranging for more members of the psychology faculty to serve as freshman advisors.
D. developing strong undergraduate programs in colleges which offer no graduate work.
E. developing appropriate service courses for other professional schools.

II

A survey of the offerings in psychology in institutions in the Southern

region points to the absence of psychology in general education studies and to a lack of offerings in psychology for related programs.

III

The Conference believes that psychologists, in planning university curricula, should take cognizance of the contributions psychology should make to the training programs of other fields, as well as the contributions other fields can make to training programs in psychology.

IV

In order to assist the universities to act more intelligently in terms of regional needs, we request the Southern Regional Education Board to help the departments of psychology in Southern universities periodically to exchange information about the areas of psychological research and graduate training which each is emphasizing and in which each is planning significant further developments.

V

We recommend to university presidents, deans and departments of psychology that departments of psychology be strengthened by establishing interdisciplinary faculty and student teaching utilizing trained personnel from within and without the university.

VI

We recommend that the Southern Regional Education Board encourage neighboring institutions in this area to exchange services, staff, course work, etc., in cases where such reciprocity could be beneficial. In some cases it might even be possible to dove-tail curricula and to make arrangements for the automatic transfer of graduate credit. We direct attention to the present cooperative arrangements between Vanderbilt University and George Peabody College.

VII

In order to strengthen the training of individual graduate students, we recommend that universities and other fellowship-granting agencies be encouraged to use a portion of their fellowship funds to facilitate the short-term transfer of selected graduate students from one university to another. It is further recommended to the Southern Regional Education Board that additional fellowship funds be sought for this purpose.

VIII

We recommend strongly that every department of psychology make experimentation the major emphasis of its training program and psychological functions. We therefore urge the increase of laboratory facilities in all Southern universities and colleges and ask that the Southern Regional Education Board transmit this recommendation to the various institutions.

IX

We recommend that the Southern Society for Philosophy and Psychology be requested to institute a study group for the purpose of examining the possibility of establishing uniform minimum standards for admission to graduate work in psychology.

X

The Conference feels that there is a need for strengthening all of the graduate training programs in psychology in the South. Present programs should be supplemented and departments not now offering the Ph.D. degree should be encouraged to institute doctoral training programs where desired and feasible.

XI

We recommend that the Southern Regional Education Board give early consideration to the establishment of training programs for psychological counseling and job specifications in states where they have not yet been formally established, as well as an examination of existing programs.

XII

We recommend that the Division on Counseling of the American Psychological Association be requested to give attention to the general definition of counseling positions and development of training standards for them with particular reference to the Southern region.

XIII

We recommend, in recognition of the need for increased training of counseling psychologists and other mental health workers, that support from the United States Public Health Service be sought for such purposes.

XIV

We recommend that the Southern Regional Education Board seek support from foundations for post-doctoral fellowships to attract and help provide well-trained psychologists to the region.

XV

The Southern Regional Conference on Psychological Resources wishes to go on record as endorsing the principle that the most effective program for the training of psychologists can be achieved by carrying forward education and training in this field without reference to race or creed.

XVI

We recognize that the problem of providing an adequate supply of Negro psychologists for the nation and the Southern region cannot be solved solely by opening graduate schools to Negro youth. Negro students must be prepared in increasing numbers to take advantage of expanding opportunities. We therefore recommend:

A. that undergraduate schools giving training to Negroes strengthen their offerings in psychology and related background disciplines in order to equip students to pursue graduate study successfully.

B. that, until such time as it becomes legally possible for all college students of psychology to study together, the faculties and facilities of colleges in close proximity be shared in order immediately to make available such resources as laboratories, etc., to students enrolled in Negro colleges, with course credit accruing to the Negro student in his own college.

C. that the Southern Regional Education Board seek to interest educational foundations in
   1. strengthening undergraduate training programs in psychology for Negroes.
   2. subsidizing qualified Negro graduate students in psychology.

D. That the Southern Regional Education Board with the cooperation of each state psychological association, sponsor a study of and seek to implement and develop the facilities for undergraduate instruction of Negro students in psychology.

E. that the governors of states, the state departments of education and the boards and presidents of public and private undergraduate institutions in the Southern region be informed of these recommendations.

PRACTICUM FACILITIES

XVII

We recommend that the Southern Regional Education Board with the assistance of a committee from this conference study available regional resources for the practical training of psychologists in industrial, educational, medical, and research settings in order to disseminate widely information on existing acceptable facilities.

XVIII

We recommend that the potential resources for practical training of psychologists in industrial, educational, medical and research areas be made actual through the designation of a qualified person under the auspices of the Southern Regional Education Board, to take the responsibility for bringing together the universities, state mental health authorities, community leaders, and other relevant persons, and effecting improved communication and improved utilization of existing resources.

XIX

We feel that the Southeastern region will not achieve its full potential in the service of mental health unless it emphasizes vigorously a program of basic and applied research in both university and non-university settings.

RECRUITMENT AND SELECTION OF STUDENTS

XX

We urge the Southern Regional Education Board to call to the attention of university administrators the special need for increased amounts and/or numbers of subsidies for graduate students in psychology.

XXI

We recommend that department heads who may receive applications from students interested in areas not represented in their departments should inform the applicant of training possibilities elsewhere in this region.

XXII

In order to increase student interest in psychology, and in order to encourage and stimulate increased enrollment in undergraduate courses in psychology, there is a recognized need for strengthening the quality of instruction

in courses offered by both majors and non-majors. We recommend, as one step that should be taken to implement the objective of improving the quality of instruction, that the Southern Regional Education Board and the Conference of Deans of Southern Graduate Schools or other appropriate agency initiate the action necessary to establish and conduct workshops on the improvement of instruction.

PSYCHOLOGY IN COMMUNITY SERVICE

XXIII

We recommend that the Southern Regional Education Board arrange means to develop a more effective program of feedback of information to the universities from training centers, service units and communities.

XXIV

We recommend that university and community agencies organize and participate in social research.

XXV

We recommend to the state psychological associations that each psychologist be urged to give thoughtful consideration to the best use of his skills and knowledge in the community and that the state associations encourage their members to engage in community activity.

XXVI

Since this Conference recognizes the importance of building into every service program the values of a continuous evaluation and improvements of function, we recommend that the universities of the Southern region develop interdisciplinary teams to assist community agencies in this function and that community agencies be encouraged to request the services of such teams.

XXVII

We recommend that such state and local conferences as the following be activated to implement the work of this Conference:

A. conferences of psychological associations and departments of psychology with employers and potential employers of psychologists to ascertain local need for psychological services.
B. state conferences to inform employers and potential employers of psychologists how psychologists might be used to invent, appraise and improve services in a community.

XXVIII

We recommend that the universities and colleges of the region be apprised of the community needs in order that the training of psychologists to meet these needs may be improved.

XXIX

We recommend that the universities in the region promote integration of their psychological functions with those of community agencies both for training and service-consultation purposes by

A. giving increased opportunity to graduate students in psychology to experience, learn and utilize group methods of mental health and education.
B. encouraging graduate students in psychology to study community problems as thesis projects.
C. reducing teaching loads of psychologists in order to allow them to give more and better community services.

XXX

We recommend that the Southern Regional Education Board seek to aid communities in self-appraisal of needs for psychological services and in the evaluation and improvement of social and psychological service programs.

XXXI

This Conference recommends that the Veterans' Administration and other federal and state institutions utilizing psychologists make their respective psychological personnel available as consultants to the various other service agencies on request.

XXXII

This Conference recommends to the heads of community agencies that they get together with university people so as mutually to enrich training and service programs.

INTER- AND INTRA-PROFESSIONAL RELATIONS

XXXIII

We believe that psychological services within and without the university setting can strengthen their position by cooperating with all professions in

A. joint professional functions.
B. joint participation in community activities.
C. joint research.

XXXIV

We believe that the Ph.D. degree should be prerequisite for a psychologist. We recognize further that specialized training is necessary in certain fields, but we nevertheless believe that general doctoral training should be so organized that the person holding the Ph.D will be reasonably well informed in all areas of psychology and will be able to prepare himself for the performance of any function in the whole field of psychology.

XXXV

We recommend to the American Psychological Association that a series of pilot studies be made to determine what services can be rendered to the community by psychologists with less than full professional training.

GENERAL TOPICS

XXXVI

We recommend that further conferences of this type be held which would include members of related disciplines.

XXXVII

We wish to express our thanks to the Psychology Department of Emory University and to the Southern Regional Education Board for the kindness and consideration which they have shown during this Conference.

ADDITIONAL TOPICS DISCUSSED BY THE CONFERENCE

The Conference discussed a number of matters on which it could not agree sufficiently to make recommendations. The participants felt that these matters were no less important than those on which they reached agreement. They recommended, therefore, that this report include statements of the matters in question, which follow.

DEVELOPMENT OF UNIVERSITY TRAINING FACILITIES

I

Proposed recommendation: *We recommend that in selecting applicants for practical training in psychology, consideration be given to regional needs.*

Dr. Hobbs felt that this statement did not carry enough meaning. The Conference agreed that it needed elaboration.

II

Proposed recommendation: *We feel that every graduate of a clinical training program should have been trained in at least two or three areas of clinical psychology, including work with children, and we recognize as one of the greatest needs of existing and prospective university clinical training programs the availability of a variety of clerkship and internship settings within a usable distance of the training centers.* Dr. Waldrop questioned the use of the word "clinical." Dr. Copple felt that the Conference should approve the recommendation if the same situation were true of industrial psychology and fields other than clinical. The Conference was generally in favor of broadening the statement. The idea of rotating internships might be included, and the word "setting" might be substituted for "area." Dr. Rodnick was of opinion the recommendation was too restricted and tended to fragment clinical psychologists. The Conference voted to reword the recommendation but failed to do so in time to adopt a modified version.

III

Proposed recommendation: *We recommend that the Southern Regional Education Board establish an inter-university committee to develop a core curriculum in psychology with more emphasis on group and community dynamics to become integrated into the psychology training programs of all universities.* Several participants objected to the use of the words "core" and "dynamics" on the grounds that an experimentalist does not need dynamics. The Conference voted that the recommendation be restated and resubmitted and that graduate and undergraduate training should be specified in it. No further action was taken.

IV

Proposed recommendation: *We recommend to the heads of psychology departments that they establish two-way consultantships between their universities and service centers.* This recommendation was felt to be virtually the same as another already adopted (see No. XX, page 6). It was pointed out that money would be needed to implement the recommendation. Several persons felt that "seek to" should be inserted before the word "establish." Since the intention of the recommendation was to facilitate exchange of ideas and personnel, the Conference unanimously approved the recommendation in principle; but discussion of the wording remained inconclusive.

V

Proposed recommendation: *We recommend that the Southern Regional Education Board determine ways and means of establishing a pilot school of psychology within a university setting.* Many participants objected to the wording of this recommendation. The vote on it was 33-17 against. Dr. Kleemeier moved that the proposal for a professional school of psychology be studied by a committee specially constituted for the purpose. The Conference voted against this motion 27-26. The Conference then passed unanimously a substitute motion to the effect that the question be recorded as having been a topic of discussion.

VI

Proposed recommendation: *In accordance with the Harvard Report, we believe that all psychology taught in a college or university should be under the jurisdiction or supervision of the department of psychology.* It was asked whether this recommendation would cover educational psychology. Representatives of the group which proposed the recommendation stated that it was aimed at the fragmentation of small departments of psychology among the professional schools of large universities. The group felt that the fragments should be under the jurisdiction of the main department of psychology. It proposed not a recommendation for action but a statement of principle. The Conference felt that it could not decide the boundary of psychology in relation to other disciplines.

VII

Proposed recommendations: *To promote acquaintance with the principles of psychology and to promote knowledge and acceptance of psychology as a life science, we recommend that psychology be taught in high schools and be given the same status as other life sciences.*

A corrollary recommendation is that in the undergraduate training of school teachers psychology should be considered not only a professional course but also one of content, like mathematics or English, so that certified teachers can be equipped to teach psychology.

We suggest that these recommendations be addressed to state psychological associations, state departments of education, universities, colleges, Parent-Teacher Associations and other interested groups for action by a continuing appropriate agency.

The Conference voted that these recommendations be recorded simply as topics that were discussed.

VIII

Proposed recommendation: *We recommend to the National Institute of Mental Health that a pilot study be made in the use of television and lay group education as means of developing mental health concepts.* The Conference felt that this recommendation needed elaboration. It was suggested that the wording should be changed as follows: "We recommend that the National Institute of Mental Health be asked to consider. . . ." No further action was taken.

Part IV

POST-CONFERENCE ACTIVITIES

IN COMPLIANCE WITH the request of the Conference to follow up on its recommendations, the Planning Committee met in Atlanta, March 13-14, 1953. Its major action was to approve the establishment of the Council on Psychological Resources in the South. It also prepared the way for a meeting of university representatives designed to consider the recommendations of the Conference. Finally, it drafted a tentative Memorandum of Agreement for presentation to the new groups.

The Planning Committee conceived the Council on Psychological Resources in the South as a means of implementing and expanding the recommendations of the Conference. The Council's objectives were outlined by the Committee. They include the identification of common goals for development of psychological resources in the Southern region; the identification of contributions which interested groups might make toward attaining these goals; and the encouragement of such groups to make their contributions within a cooperative pattern which assures maximum benefit to the people of the region.

The Planning Committee suggested that the Council might concern itself with problems of research, university-community relations, and undergraduate and graduate training in psychology. It was proposed that the Council would keep itself informed and disseminate information on major research in progress in universities, clinics, government agencies and industries, and that it would regularly review research concerned primarily with problems of the region. It would also seek opportunities for interdisciplinary research on regional problems and recommend ways and means of supporting and coordinating research. In areas involving both university and community resources, the Planning Committee thought the Council might pay attention to community-university relations in general bearing on the profession, to practicum facilities, to systematic communication and joint action, to interprofessional relations and to the recruitment of students. The aspects of training which the Planning Committee singled out for the attention of the Council include improvement and expansion of graduate training programs, improvement of instruction, admission standards for graduate schools, the education of Negro psychologists, and intra-university programs in behavioral sciences.

The membership of the Council was proposed by the Planning Committee to absorb its own membership in order to maintain the connection with the regional Conference. In addition, however, the Council was planned to include representatives of the United States Public Health Service and the Veterans' Administration, and representatives from universities and agencies to be appointed by the Southern Regional Education Board and the states of Alabama, Arkansas, Kentucky, Maryland, Mississippi, Oklahoma, Texas and Virginia. In this way the desire of the Conference to involve all fourteen states of the Compact area in regional planning and carrying out of psychological activities was met.

At the March meeting the Planning Committee also drafted a Memorandum of Agreement, which is one of the devices by which the Southern Regional Education Board activates regional education programs. It did so on the basis of action by the Conference identifying graduate training and research in psychology as a field which should become an essential part of the regional education movement.

According to the draft,[1] accredited colleges and universities which offer graduate training in psychology within the fourteen states approving the Regional Education Compact and the Board would jointly plan their programs. The expected result would be differentiation of functions among the institutions designed to make a total program to meet the needs of the region more effectively than unrelated efforts could.

MEETING OF UNIVERSITY REPRESENTATIVES

THE CONFERENCE AND its Planning Committee recommended that institutions in the region offering graduate programs in psychology join in considering ways of meeting research and education needs in the field. Accordingly, the Southern Regional Education Board invited representatives of these institutions to a meeting in Atlanta on July 14-15. The topics acted on by this group were:

1. Inventory of graduate resources of departments of psychology in the south.
2. Specialization of instruction.
3. Relations between the department of psychology and other departments within the same institution.
4. Training of Negro psychologists.
5. Methods of effecting regional cooperation.

The group suggested that the inventory of graduate resources of Southern departments of psychology be sent to all such departments as an informational service.

[1]See Appendix I

With respect to the specialization of instruction among institutions, the group adopted the following statements:

I

We agree that the M.A. and M.S. degrees, or the equivalent, in psychology should represent a maximum of training in "core subjects" basic to the science of psychology and a minimum of courses devoted to the special applications of the science.

II

We recognize the continuing and pressing need for larger numbers of well-trained psychologists in all areas of psychological work in the southern region, and we recognize that an important step in meeting this need may well be the establishment of other doctoral programs in this region.

However, any department contemplating offering or expanding a Ph.D. program should avail itself of the APA Education and Training Board, and other APA services. It should consider the related programs in the region so there will be no undesirable duplication of specialization.

Those departments offering or planning Ph.D.'s should continually survey and review facilities and programs in related institutions and be guided by such considerations.

The group agreed on the following statement of principles concerning the relations between the department of psychology and other departments of the same college or university:

The role of psychology, as the science of human behavior, in the undergraduate program of any college is to develop in the students the broadest possible understanding of human behavior. This understanding should be in basic principles rather than in specific techniques for the following reasons:

(1) It will make for the maximum possible versatility in meeting new problems in whatever fields the students enter, and
(2) It will provide a sound basis for later technical training when this is desired.

Furthermore, we believe that the teaching of the basic principles of human behavior to graduate and undergraduate students should be under the jurisdiction or supervision of the department of psychology.

The above recommendation will, we believe, result in a re-

duction in the number of and overlap among courses and will have the following advantages:

(1) reduce teaching costs,

(2) provide for a broader and richer training in psychology for all students, and

(3) provide the opportunity for the able student to go further in his training without being held back by having to take overlapping courses.

Finally, having all psychology included within one integrated body will effect better communication and cross-fertilization among all who teach psychology and also will allow psychology to provide maximum service to the student body and region by functioning as a totality at both the graduate and undergraduate levels rather than as a group of dismembered sub-units.

Concerning the training of Negro psychologists, the group adopted these statements:

I

This group endorses the statement of the Southern Regional Conference on Psychological Resources which went on record as "endorsing the principle that the most effective program for the training of psychologists can be achieved by carrying forward education and training in this field without reference to race or creed."

II

It is recognized that in some places it is not legally possible or feasible for institutions to operate on a non-segregated basis at the present time. Until such time as it becomes legally possible for all college students of psychology to study together in these places, it is recommended that efforts be made to strengthen undergraduate offerings in Negro colleges. Several possible means of accomplishing this are outlined below:

A. Attention of administrators of Negro colleges can be directed to the scarcity of adequate training in this area.

B. In cases where Negro and white institutions exist in close proximity to each other it would be possible to have professors from white institutions give courses in the Negro institutions on an extension basis but with credit accruing to the Negro student in his own college.

C. It would also be possible for Negro students to use laboratory facilities, etc., in white institutions and to be taught either by Negro faculty members from their own institution or by faculty members from the white institution on an extension basis as outlined above. Again, credit would accrue to the Negro student in his own institution.

D. In some instances it may prove desirable that B. and C. above be reversed. That is, that Negro professors offer courses in white institutions on an extension basis and that special facilities of Negro institutions might be used by white students on the same basis as outlined above.

E. To accomplish the strengthening of undergraduate training in psychology for Negro students, it is suggested that Negro colleges be apprised of the possibility of seeking foundation funds for this purpose and we recommend that the Southern Regional Education Board offer aid to Negro colleges in securing such funds.

III

A survey of Negro training facilities and job opportunities in psychology and related disciplines in the Southern region is needed to accomplish the above. We recommend that the Southern Regional Education Board approach a university research agency such as the Institute for Research in Social Science at the University of North Carolina or the Urban Life Research Institute at Tulane University for the purpose of conducting such a survey and that the Southern Regional Education Board assist the selected research agency to obtain funds for this purpose. If at all possible, it would be desirable to undertake this survey in cooperation with a Negro institution of higher learning.

IV

We recommend that the Southern Regional Education Board present to the Council on Psychological Resources in the South, which will meet in Atlanta on July 16-17, 1953, the problem of attempting to create a more favorable attitude toward the hiring of Negro psychologists in universities, hospitals, mental health clinics and industry.

In order to effect regional cooperation in the development of psychological resources, the group felt that it should formalize the intent of various

institutions to do so. The participants discussed the Memorandum of Agreement method as used by universities and the Board in several regional education programs. Although it was pointed out that this might not be effective in psychology, where more than thirty institutions are involved, the group thought the execution of a Memorandum of Agreement would increase its opportunities of working together. It recommended, with only one dissent, that the institutions and the Board adopt the tentative Memorandum of Agreement drafted by the Planning Committee in March.

COUNCIL ON PSYCHOLOGICAL RESOURCES IN THE SOUTH[2]

IN ACCORDANCE WITH the recommendation of the Planning Committee, the Southern Regional Education Board appointed the Council on Psychological Resources in the South, which met for the first time on July 16-17, 1953, in Atlanta. The Council passed the following recommendations:

1. The Council on Psychological Resources in the South should be continued.
2. The focus of the work of the Council should be on the development of psychological resources to meet needs of the Southern region.
3. The activities of the Council should be continued under the sponsorship of the Southern Regional Education Board for a period of approximately three years, during which time the functions of the Council would be clarified through its operations, with the possibility of the Council becoming independent of the Board at a later date, if experience indicates the desirability of a separate organization.
4. The name of the Council, although not entirely satisfactory, should be retained for the present.
5. The Council should attempt to identify a manageable number of specific projects and move ahead as rapidly as possible to realize some concrete achievement.

The Council decided that its initial focus should be primarily on psychology as a science and profession, and on what is being done to provide the region's identifiable needs for psychologists and psychological services. The group recognized the need of gradually expanding its focus and activities in terms of a broader concept of psychological resources including the role of such other professions and groups as psychiatry, social work, mental health programs. It also agreed that representation from education, community, government, and the practicing profession is desirable.

[2]For organization and procedure of the Council on Psychological Resources in the South, see Appendix K.

Subgroups of the Council determined four projects for Council activity in the immediate future. Members of the Council were assigned to subcommittees as follows to consider further the proposed projects with a view toward developing more specific proposals for consideration by the entire Council.

Subcommittee on a Survey of the Practice of Psychology in the South

Dr. John Hall Jones, *Chairman*

Dr. Harry K. Brobst, Dr. Clair Calhoon, Dr. R. M. Hughes, Dr. Ray Musgrave, Dr. Gerald Pascal

The survey would consider:

(a) Demands for and attitudes toward psychological services in the region.

(b) Who are meeting these demands (teachers, physicians, ministers, social workers, personnel officers, etc.) and what are their attitudes regarding these services they render?

(c) What are the implications of these data for the profession of psychology and for educational institutions training psychologists?

The survey should utilize various sampling techniques in preliminary pilot studies. A specific research design should be submitted to the whole Council for evaluation and suggestions.

Subcommittee on a Study of Practicum Training Facilities in the South

Dr. Louis D. Cohen, *Chairman*

Dr. Carl L. Altmaier, Jr., Dr. Carl A. Bramlette, Jr., Dr. John W. Gustad, Dr. Paul Penningroth, Dr. Philip Worchel

This study would collect and analyze information on existing and potential practicum facilities through (a) securing from American Psychological Association a roster of and standards for practicum facilities; (b) asking each member of the Council to identify practicum facilities in his state and to complete or get completed the forms that the APA practicum committee uses; (c) perhaps have an executive officer of the study collect the data, explore practicum agencies, and encourage the utilization of such practicum agencies.

The Atlanta Area Medical Office of the Veterans' Administration is planning an October conference on practicum facilities. The group discussed the desirability of enlarging the area of participation in this conference to fourteen states and increasing the scope of the conference to include such different specialities as child guidance, mental hospitals, etc.

The Council authorized the subcommittee assigned to this study to proceed in exploring with the Veterans' Administration ways of working together in a study of what practicum facilities exist, what needs to be done to improve and expand the facilities, and what might be done cooperatively by the Veterans' Administration and other groups interested in this matter.

Subcommittee on an Inventory of Research Projects, Facilities, Personnel, Interests, and Competencies in the South

Dr. M. C. Langhorne, *Chairman*

Dr. T. G. Andrews, Dr. J. C. Dixon, Dr. Nicholas Hobbs, Mr. Wm. J. McGlothlin, Dr. Stanley B. Williams

This subgroup believed that there is a real need to know more about the status of psychological research in the region, including more knowledge about research facilities and opportunities as well as the research interests and competencies of psychologists in universities, industry, and agencies.

The group also suggested exploring the idea of an Institute of Behavioral Science, to be located on a university campus and composed of top-flight research men in psychology, cultural anthropology, sociology, etc. Such an Institute, established and supported with foundation grants, should not be only of regional significance, but of national and international consequence.

Subcommittee on a Study of the Employment of Negro Psychologists in the South

Dr. Thomas W. Richards, *Chairman*

Dr. Clair Calhoon, Dr. Jerry W. Carter, Jr.

The Council recognized the need for more effective training and employment of Negro psychologists in the South. The July 14-15 meeting of representatives of graduate departments of psychology had recommended (a) that more vigorous efforts be made to secure more and better graduate training in psychology for Negroes, and that (b) a study be made of Negro training facilities and job opportunities in psychology and related disciplines in the South.

This subgroup of the Committee stated that an initial study might well be confined to collecting basic data on where Negro psychologists work and what their training is. Very little is known at present about these questions. Other studies and actions might develop from this more basic inquiry, with subsequent enlargement of this study committee.

FUTURE ACTIVITY

BOTH THE UNIVERSITY representatives and the Council on Psychological Resources in the South closed their initial meetings with resolutions to meet again. As this report is published, they are looking forward to expanding their activities. The university representatives agreed that it would be desirable to convene periodically to consider common problems and further developments in regional cooperation, whether or not a Memorandum of Agreement is established. The Council, which would be coordinate and interlocking in membership with any group set up under a Memorandum, has sketched long-term objectives. The Southern Regional Conference on Psychological Resources, within the brief perspective of six months, thus proves to be the motive force toward a regional program of psychological training and research in the South.

APPENDICES

APPENDIX A

PROGRAM

SOUTHERN REGIONAL CONFERENCE

ON

PSYCHOLOGICAL RESOURCES

Thursday, January 29, 1953

Morning Session

9:00 a.m.

REGISTRATION, *Annex C, Fishburne Building*

9:30 a.m.

FIRST GENERAL SESSION, *Annex C, Fishburne Building:*
DR. M. C. LANGHORNE, Emory University, *Chairman*

1. Welcome and Introductions—PRESIDENT GOODRICH C. WHITE, Emory University
2. Address: "The Concern of the State with the Mental Health of Its Citizens"—THE HONORABLE FRANK CLEMENT, Governor of Tennessee
3. Address: "Psychological Needs and Resources in the Southern States"—DR. DAEL WOLFLE, Director, Commission on Human Resources and Advanced Training

DISCUSSION

4. How We Shall Work—MR. WM. J. MCGLOTHLIN, Southern Regional Education Board

12:00 noon

LUNCH

Afternoon Session

1:00 p.m.

SMALL GROUP DISCUSSIONS

Subjects:

a. Defining the role of psychologists and related personnel, mental health agencies, and psychological associations in community service

b. Problems in educating adequate numbers of well-trained psychologists
c. Problems in using psychologists effectively in community service

3:00 p.m.

SECOND GENERAL SESSION, *Annex C, Fishburne Building:*
DR. PAUL PENNINGROTH, Child Guidance Clinic, Pinellas County, Florida, *Chairman*

Progress reports from discussion groups

4:00 p.m.

SMALL GROUP DISCUSSIONS (continued)

5:00 p.m.

ADJOURN

Evening Session

7:30 p.m.

THIRD GENERAL SESSION, *Annex C, Fishburne Building:*
DR. NICHOLAS HOBBS, Peabody College, *Chairman*

Panel report of conclusions of discussion groups

9:30 p.m.

JOINT MEETING OF PLANNING AND STEERING COMMITTEES

Friday, January 30, 1953

Morning Session

9:00 a.m.

FOURTH GENERAL SESSION, *Annex C, Fishburne Building:*
DR. LOUIS D. COHEN, Duke University, *Chairman*

Organizing into groups to prepare proposals for action—MR. WM. J. MCGLOTHLIN

10:00 a.m.

MEETINGS OF ACTION GROUPS

12:00 noon

LUNCH

Afternoon Session

1:00 p.m.

MEETINGS OF ACTION GROUPS (continued)

4:00 p.m.

FIFTH GENERAL SESSION, *Annex C, Fishburne Building:*

DR. GERALD PASCAL, University of Tennessee, *Chairman*

Progress reports from action groups

5:00 p.m.

ADJOURN

Saturday, January 31, 1953

Morning Session

9:00 a.m.

MEETINGS OF ACTION GROUPS (continued)

12:00 noon

LUNCH

Afternoon Session

1:00 p.m.

CONCLUDING GENERAL SESSION, *Annex C, Fishburne Building:*

DR. T. W. RICHARDS, Louisiana State University, *Chairman*

1. Reports from action groups, with reaction from conference
2. Summary comments on the conference—DR. FILLMORE SANFORD, Executive Secretary, American Psychological Association

4:30 p.m.

ADJOURN

APPENDIX B

GEOGRAPHICAL CENSUS OF MEMBERSHIP IN AMERICAN PSYCHOLOGICAL ASSOCIATION, 1951, IN STATES OF THE CONFERENCE

States	*Number of Psychologists*	*Number of Clinical Psychologists*
Alabama	47	2
Florida	106	11
Georgia	55	6
Louisiana	53	5
Mississippi	27	3
North Carolina	111	10
South Carolina	18	1
Tennessee	86	3
Total	503	41

Percent of Psychologists who are Clinical Psychologists—8%

APPENDIX C

MEMBERS OF AMERICAN PSYCHOLOGICAL ASSOCIATION, 1951, IN STATES OF THE CONFERENCE, EMPLOYED BY COLLEGES AND UNIVERSITIES

State	*College or University*	*Number of Psychologists Employed*	*Number of Clinical Psychologists Employed*
Alabama			
	Alabama College	2	0
	Alabama Polytechnic Institute	3	0
	Birmingham-Southern College	2	0
	Howard College	2	0
	Florence State Teachers College	1	0
	Jacksonville State Teachers College	1	0
	Tuskegee Institute	2	0
	University of Alabama	10	1
	Total	23	1

State	College or University	Number of Psychologists Employed	Number of Clinical Psychologists Employed
Florida			
	Florida Southern College	3	0
	Florida State University	11	0
	University of Florida	18	1
	University of Miami	12	2
	Rollins College	2	1
	Yerkes Laboratory of Primate Biology	5	0
	Total	51	4
Georgia			
	Agnes Scott College	2	0
	Atlanta Division, University of Georgia	3	0
	Atlanta University	3	0
	Emory University	10	0
	Georgia State College for Women	1	0
	Georgia Institute of Technology	4	0
	Mercer University	3	0
	Shorter College	1	0
	University of Georgia	8	3
	Valdosta State College	1	0
	Total	36	3
Louisiana			
	Centenary College	1	0
	Louisiana State University	7	1
	Loyola University	1	0
	Newcomb College	1	1
	Southwestern Louisiana Institute	2	0
	Tulane University	15	1
	Total	27	3

State	College or University	Number of Psychologists Employed	Number of Clinical Psychologists Employed
Mississippi			
	Delta State Teachers College	1	0
	Millsaps College	2	0
	Mississippi College (Clinton)	1	0
	Mississippi Southern College	4	0
	Mississippi State College	3	0
	Mississippi State College for Women	2	0
	University of Mississippi	6	1
	Total	19	1
North Carolina			
	Appalachian State Teachers College	1	0
	Bowman-Gray School of Medicine	3	0
	Catawba College	1	0
	Charlotte College	1	0
	Davidson College	1	0
	Duke University	34	5
	Eastern Carolina Teachers College	1	0
	Lenoir-Rhyne College	1	0
	North Carolina College at Durham	2	0
	North Carolina State College	7	0
	Queens College	3	0
	University of North Carolina	20	0
	Western Carolina Teachers College	5	0
	Woman's College, U. N. C.	5	1
	Total	82	6

State	College or University	Number of Psychologists Employed	Number of Clinical Psychologists Employed
South Carolina			
	Converse College	2	0
	Erskine College	1	0
	Furman University	3	0
	Lander College	1	0
	Presbyterian College	1	0
	University of South Carolina	2	0
	Winthrop College	2	0
	Total	12	0
Tennessee			
	Carson-Newman College	1	0
	Cumberland University	1	0
	Fisk University	2	0
	George Peabody College	6	0
	Memphis State College	3	0
	Southern College of Optometry	2	0
	Southern Missionary College	1	0
	Southwestern at Memphis	1	0
	Tennessee A. and I. State College	1	0
	Tennessee Polytechnic Institute	1	0
	University of Chattanooga	1	0
	University of Tennessee	16	1
	University of Tennessee College of Medicine	3	0
	Vanderbilt University	11	0
	Total	50	1
	Total—8 States	300	19

Percent of Psychologists of 8 States in Colleges and Universities 59.6
Percent of Clinical Psychologists of 8 States in Colleges and Universities 46.3
Percent of Psychologists in Colleges and Universities in 8 States Who Are Clinical Psychologists 6.3

APPENDIX D

ADVANCED DEGREES CONFERRED IN PSYCHOLOGY IN SOUTHERN STATES, 1950-51

Name of Institution	*Master's Degree*			*Doctor's Degree*		
	Men	*Women*	*Total*	*Men*	*Women*	*Total*
Alabama:						
University of Alabama	3	0	3			
Arkansas:						
University of Arkansas	4	3	7			
Florida:						
Florida State University	11	4	15			
University of Florida	19	6	25			
University of Miami	14	5	19			
Georgia:						
Emory University	4	0	4			
Kentucky:						
University of Kentucky	9	0	9	9	0	9
University of Louisville	8	1	9			
Louisiana:						
Louisiana State University	5	0	5			
Tulane University	4	0	4	1	0	1
Maryland:						
Johns Hopkins University	4	2	6	2	0	2
University of Maryland	4	0	4	4	0	4
Mississippi:						
University of Mississippi	6	1	7			
North Carolina:						
Duke University	4	1	5	2	0	2
University of North Carolina	0	3	3	1	1	2
Oklahoma:						
Oklahoma A. and M.	2	1	3			
University of Oklahoma	18	2	20			
University of Tulsa	12	3	15			
South Carolina:						
University of South Carolina	7	0	7			
Tennessee:						
Peabody College	12	11	23			
University of Tennessee	8	0	8	2	0	2
Vanderbilt	4	1	5			

Name of Institution	Master's Degree Men	Women	Total	Doctor's Degree Men	Women	Total
Texas:						
Baylor University	4	1	5			
Hardin-Simmons University	1	0	1			
North Texas State College	12	4	16			
Southern Methodist University	13	7	20			
Texas Christian University	4	1	5			
Texas College of Arts and Industries	0	4	4			
University of Houston	15	5	20			
University of Texas	25	5	30	6	2	8
Virginia:						
University of Richmond	3	0	3			
University of Virginia	1	2	3	2	0	2
Southern Region	240	73	313	29	3	32
U. S.	1250	395	1645	368	57	425
Percent Conferred in South	19.2	18.5	19.0	7.9	5.3	7.5

APPENDIX E

AVERAGE DAILY POPULATION
PUBLIC HOSPITALS FOR CARE OF MENTALLY ILL
1950

Alabama	6,404
Florida	6,467
Georgia	9,740
Louisiana	7,229
Mississippi	5,028
North Carolina	8,681
South Carolina	5,217
Tennessee	7,381
Total	56,147

Unofficial Number of Psychologists employed in State Hospitals in above states 15

Estimated Number of Psychologists needed: Ratio 1 Psychologist to 500 patients 110

Source: *Mental Health Statistics,* National Institute of Mental Health, Bethesda, Maryland, December, 1952.

APPENDIX F

NEEDS OF VETERANS' ADMINISTRATION FOR PSYCHOLOGISTS

MINIMUM RATIOS

The following ratios of clinical psychologists to patients is considered the minimum standard by the VA:

NP hospitals:	1 to every 200 patients
GM&S hospitals:	1 to every 500 patients
Centers and Domiciliaries:	1 to every 500 patients
TB hospitals:	1 to every 250 patients

MINIMUM NEEDS

On this basis, then, the following are minimum staffing needs for the Southeastern Medical Area:

	39 in seven NP hospitals
	42 in eleven GM&S hospitals
	29 in six Centers and Domiciliaries
	9 in two TB hospitals
Total	119

In addition, one clinical psychologist to every 50 active cases is considered minimum for mental hygiene clinics. Therefore, the four currently operating clinics would need, at the present time, eleven staff psychologists.

However, on the further basis of one staff psychologist to every five trainees assigned to a station, there would be a further need of at least 25 staff members distributed throughout the various stations involved.

Thus, the current minimum staffing pattern for VA stations in this area becomes 155. There are 23 now on duty.

APPENDIX G

THE VETERANS' ADMINISTRATION CLINICAL PSYCHOLOGY TRAINING PROGRAM

TYPE OF PROGRAM

The VA Clinical Psychology Training Program is a four-year course, designed to culminate in the Ph.D. in clinical psychology. It is operated in cooperation with approximately 55 universities throughout the country—all of whom have been approved by the Committee on Training of the American Psychological Association.

METHOD

At the present time, approximately 700 students are enrolled in this program in the various universities involved. During his period of time in training, each student is expected to spend a minimum of half his time on duty at a VA station, where he engages in such clinical activities as his level of experience will permit. For this work, he is paid at an hourly rate by the VA, and the time thus spent counts to his experience credit. At the end of four years it is expected that he will have achieved a minimum of two full years' time as a clinician—which will qualify him for a full-time job with the VA. Students are encouraged to remain with the Veterans' Administration, although there is no compulsion to do so.

REQUIREMENTS

The only requirement for admission to the Training Program is a bachelor's degree from an accredited college or university. However, it is important to note that the training university involved, not the VA, selects the students for the program. In other words, each student must satisfy the admission requirements to the graduate school of his choice, and then make application to the faculty for admission to the VA program.

SOUTHEASTERN STATES

In the Southeastern States there are presently four universities engaged in this training—Vanderbilt University, Duke University, the University of North Carolina, and the University of Tennessee. The total number of students involved is presently approximately sixty.

APPENDIX H

CHECK LIST FOR THE EVALUATION OF A PRACTICUM[1]

The following questions are listed as a means of pointing up the preceding discussion and to give the reader a more realistic orientation to the standards and objectives which the Association recommends for practicum training in clinical psychology. They are neither all-inclusive nor exclusive in nature, nor are all questions equally applicable to all practica. They may be useful to the administrators of practicum agencies in making self-evaluations and as indicators of the kinds of questions which may be asked of them by the graduate departments or by the APA in evaluating them as potential training centers.

[1]Excerpts from "Standards for Practicum Training in Clinical Psychology: Tentative Recommendations" in the *American Psychologist,* Vol. 5, No. 11, November 1950, pp. 607-609. (APA Committee on Training in Clinical Psychology.)

A. PREREQUISITES

Does the practicum agency accept only those students whose background of training is sufficient to enable them to incorporate and integrate their practicum experience in such a way as to further their own scientific and professional development?

B. CONTENT OF PRACTICUM TRAINING

1. Subjects for study and treatment.
   a. Does the student have both direct and indirect contact of a sufficiently intensive nature with the whole variety of patients and clinical problems dealt with by the agency?
2. Knowledge, facilities and skills to be learned.
   a. Does the student understand the purposes and the administrative and functional organization of the agency? Is he well acquainted with the special interests and services of all the professional personnel of the agency?
   b. Are facilities provided by which the student may increase his indirect contacts with patients and his knowledge of the different kinds of problems handled? Are case histories worked up quickly and adequately? Are case conferences or other means used in which trainees may learn of the theory and practice of the other professions represented in the agency?
   c. Is the student given supervised training in: (1) observation and interviewing; (2) the use of a variety of diagnostic testing procedures; (3) counseling or psychotherapeutic procedures; or (4) in such other special treatment procedures as may be followed by psychologists in the agency?
3. Kinds and quality of supervision.
   a. Is the student's work planned with him in terms of his needs?
   b. Is the student kept constructively occupied with practicum work?
   c. Is the student's work methodically observed, supervised, and criticized in proportion to his needs and to the end that he makes rapid improvement in his efficiency and competence?
   d. Is supervision by different specialists planned for and provided?
   e. How many different specialists observe, criticize, or supervise the student's work? How much time do they give to such work with the student? What is the competence and quality of this supervision? Are all major aspects of the student's work supervised? Is supervision by different specialists coordinated or integrated by one supervising psychologist?

4. Allocation of student's time.
   a. What proportion of the student's time is spent in work with patients? How many patients does he see in a given period of time?
   b. What proportion of the student's time is spent in reading records, scoring tests and writing reports? Is there provision for increasing his productivity during this time?
   c. What proportion of his time is spent in consultation and participation in conferences and seminars? Is his work in these activities criticized?
5. Duration of practicum training.
   a. Is enough time devoted to the particular agency to learn a reasonable amount from it? Is his time there spent in such a way as to best develop his competence or is it broken up into unrelated segments?
   b. If the work in the particular agency is at the advanced, internship level, does the student spend enough time in it to develop a junior staff level of professional competence?
6. Evaluation of student's work.
   a. Does the agency integrate the evaluations by different supervisors and communicate them in written form to the student and/or his graduate school?
   b. Are these evaluations in such form as to be useful in distinguishing between superior, satisfactory, and unsatisfactory work?
   c. Is there a procedure by which the agency follows up with intensive attention to those aspects of the student's work which need improvement?

C. OBJECTIVES AND METHODS OF TEACHING

1. Objectives.
   a. Are the objectives of the practicum teaching identified and understood by the staff and the practicum student? Are they appropriate to the particular agency? Are they merely nominal, or is a conscious attempt made to realize them?
2. Methods.
   a. Are controlled and recorded methods of observation and study used in training? Are they used systematically?
   b. Is the student taught to write meaningful reports which are understood and used by other members of the professional staff?
   c. Is the student encouraged to participate in case study conferences with other professional personnel?
   d. Are psychology staff meetings held in which the student participates?

e. Is observation of the student's work used as a teaching device?
f. Is psychotherapy taught to the student? How much time does the supervising therapist give the student?
g. Does the agency provide formal or systematic follow-up procedures in practicum training?
h. Is the student given an opportunity for research? Are his research activities supervised by the agency?

D. ADMINISTRATIVE DETAIL

1. Is there a formal agreement between the agency and the practicum student's school which covers their separate obligations?
2. Is the student given information on his responsibilities in the practicum agency?
3. Are advanced level practicum students appropriately recompensed for their work? By what means? In what amounts?
4. What kind of records does the supervising or chief psychologist keep?
5. What kind of records does the student keep? What use is made of them?
6. How are practicum students selected?

E. TYPES AND CHARACTERISTICS OF PRACTICUM AGENCIES

1. What type of agency? How is it supported and under what authority administered?
2. Are there any standards for comparing it on an overall basis with other similar agencies as to quality? If so, how is it rated?
3. What is the patient population or treatment load?
4. How many staff members are there, and what professions are represented by them?
5. Does the agency have any index of the success of its work with patients? What is it?
6. What is the record of staff research?
7. What are the physical and financial provisions which support staff research?
8. How adequate is the agency's scientific library?
9. Are there any ways of measuring the professional quality of the staff? What are they? How does the staff rate on these measures?
10. What impression does the critical visitor get of the intellectual level of agency work and its influence upon students?
11. What impression does the visitor get as to the inculcation of high ethical standards?

The Committee does not wish to imply that the questions listed above adequately cover all points that should be used in the evaluation of practicum agen-

cies but believes that they constitute a useful approach. In addition to more or less objective answers to such questions, the actual evaluation of a practicum agency should make use of the many subjective and less measurable impressions which an experienced visitor would receive.

APPENDIX I

TENTATIVE MEMORANDUM OF AGREEMENT AMONG ACCREDITED* COLLEGES AND UNIVERSITIES HAVING GRADUATE TRAINING PROGRAMS IN PSYCHOLOGY IN SOUTHERN STATES AND THE SOUTHERN REGIONAL EDUCATION BOARD

I. RELATIONSHIP TO THE REGIONAL EDUCATION COMPACT

Legislatures of fourteen Southern states have approved a compact under which these states have established the Board of Control for Southern Regional Education "to explore fully, recommend, where desirable, and develop where needed, interstate collaboration in the support, expansion, or establishment of regional services or schools for graduate, professional and technical education." With the assistance of the Board, states and institutions have been jointly identifying ways in which they can work together and have been developing, through cooperation, education and research programs to "advance knowledge and to improve the social and economic level of the region." The Southern Regional Conference on Psychological Resources sponsored by Southern Regional Education Board and United States Public Health Service, held at Emory University, January 29-30-31, 1953, identified the field of graduate training and research in psychology as being of great significance to the region and, therefore, as a field which should become an essential part of the developing regional education program.

II. PURPOSE OF AGREEMENT

Accredited colleges and universities which have graduate training programs in psychology within the states approving the Regional Education Compact (hereinafter named "Institutions") and the Board of Control for Southern Regional Education (hereinafter named "Board") express through this statement of intent their agreement on a means of joint planning and cooperative action by

*Note: Accredited by regional accrediting associations.

which the various Institutions can supplement their own and each other's contribution in graduate education and research so that the total program can more effectively meet both the present and future needs of the region.

III. MEANS OF OPERATION

A. *Formation of a Regional Committee*

Designated representatives of Institutions and the Board shall constitute a regional committee to develop plans and activities under this agreement.

B. *Regional needs and opportunities as guides*

The Regional Committee will consult periodically on needs and opportunities of the region as guides to the development of graduate education in psychology.

C. *Formulation and content of regional plan*

The Regional Committee and the Board will meet periodically to consider the program plans in education in psychology of each Institution, and to formulate a regional plan by which the contributions of each Institution can supplement those of the other Institutions during the ensuing period so that the total program can more effectively meet both present and future needs of the region.

The regional plan will include:

1. A statement of programs of instruction in graduate and undergraduate psychology to be provided by the Institutions during the ensuing period.
2. A statement of joint programs or projects in psychological training and/or research expected to be conducted among Institutions during the ensuing period.
3. A statement of programs of psychological training and/or research conducted in conjunction with other agencies e.g. practicum facilities, joint research, etc.
4. A statement of areas of research specializations and research facilities highly developed in the institutions.
5. A statement of additional support needed by each Institution to provide a high quality of contribution to the program undertaken in accordance with the regional plan.
6. A definition of the period the plan is to cover.

D. *Status of regional plan*

Upon approval of the regional plan by Institutions and the Board, the plan shall become part of this agreement for the period it is designed to cover.

IV. INSTITUTIONAL AUTHORITY

Each Institution will consider needs of the region and activities and plans of other Institutions in reaching decisions affecting graduate training in psychology under its jurisdiction. Institutions will identify institutional approvals needed on a regional plan as formulated by the Regional Committee. Nothing in this agreement shall be construed, however, as modifying in any way the authority of any Institution to establish, continue, expand, diminish or discontinue any activity in psychological training and research as it so desires.

V. ADDITION OF OTHER INSTITUTIONS

Other accredited Institutions in the region which establish graduate programs in psychology may become parties to this agreement upon demonstration of ability to contribute to the effectiveness of the regional program and upon signature of this memorandum of agreement.

VI. FUNCTIONS OF BOARD

The Board will assist in the development of the joint cooperative program established under each regional plan as approved by parties to this agreement by:

A. Providing secretarial, consultant, and research services as needed in formulating the regional plan for each period.

B. Keeping Institutions, educators, the psychology profession, and the public informed of progress under the regional program.

C. Assisting Institutions, upon request, in obtaining adequate needed support from legislatures, foundations, industry, government, and private donors to establish and strengthen the program undertaken in accordance with the regional plan. The Board's assistance to Institutions with requests to any state legislature under this provision shall be at all times conditioned upon and subject to prior approval of the Governor of the state in which such legislature is located.

VII. REVIEW OF PROGRESS

At appropriate intervals progress in the Regional Program in graduate education in psychology shall be jointly reviewed by the Regional Committee and the Council on Southern Psychological Resources.

VIII. ESTABLISHMENT AND DURATION OF AGREEMENT

This agreement shall become effective upon signature by the parties to it, and shall continue in effect for each Institution and the Board without limit of time; provided, however, that any Institution or the Board may withdraw from this agreement any time by written notice to other signatories to the agreement.

IN WITNESS WHEREOF each part to this agreement has affixed its seal and signature on the date indicated:

APPENDIX J

SOUTHERN REGULATORY LEGISLATION RELATED TO PSYCHOLOGY

I

An Act
Making Provision for the Licensure of Applied Psychologists, Through a State Board of Examiners of Psychologists.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF GEORGIA:

SECTION 1.

THE PRACTICE OF APPLIED PSYCHOLOGY, DEFINITION: A person practices applied psychology within the meaning of this Act when he holds himself out to be an applied psychologist and renders to individuals or to the public for fees any service involving the application of recognized principles, methods and procedures of the science and profession of psychology, such as interviewing, administering and interpreting tests of mental abilities, aptitudes, interests and personality characteristics, for such purposes as psychological diagnosis, classification or evaluation, or for educational or vocational placement, or for such purposes as psychological counseling, guidance or readjustment. Nothing in this definition shall be construed as permitting the administration or prescription of drugs or in any way infringing upon the practice of medicine as defined in the laws of this state.

SECTION 2.

STATE BOARD OF EXAMINERS OF PSYCHOLOGISTS CREATED: There is hereby created a State Board of Examiners of Psychologists, hereinafter referred to as the Board of Examiners of Psychologists, to consist of three members who shall be appointed by the Governor under conditions hereinafter set forth. One member shall be chosen from and shall be member of the faculty, with the rank of assistant professor or above, of the accredited colleges and universities in the State, and shall be primarily engaged in teaching and/or research in psychology, and two members shall be licensed applied psychologists or qualified for licensure under the terms of this Act. Said Board shall perform such duties and exercise such powers as this Chapter prescribes and confers upon it. No member of the Board shall be liable to civil action for any act performed in good faith in the performance of its duties as set forth in this Act.

SECTION 3

APPOINTMENT OF BOARD BY GOVERNOR: Original appointments to the Board shall be for terms as follows: one applied psychologist for a term of one year, one academic psychologist for a term of two years, one applied psychologist for a term of three years. All subsequent appointments shall be for three year terms. Vacancies shall be filled for the unexpired terms, and members shall serve until their successors are appointed and have qualified. Only applied psychologists shall be appointed to succeed applied psychologists, and only academic psychologists shall be appointed to succeed academic psychologists. All appointments to the Board shall be made from a list of qualified members of the Georgia Psychological Association to be furnished to the Governor by said Association. All vacancies occurring in the Board shall be filled by the Governor for the unexpired term from the said list of all qualified members of the Georgia Psychological Association within thirty days after the vacancy occurs: Provided, that if the said Association shall fail to furnish the Governor with the said list of persons eligible for such an appointment, the Governor shall make such appointments by nominating such members of the profession of psychology hereto as may seem to him to be proper. Any Board member may be removed after notice and hearing for incompetence, neglect of duty, malfeasance in office, or moral turpitude.

SECTION 4.

OATH OF OFFICE TAKEN BY BOARD: CERTIFICATION OF APPOINTMENT BY GOVERNOR: REPORTS TO GOVERNOR: Immediately and before entering upon the duties of said office, the members of the Board of Examiners of Psychologists shall take the constitutional oath of office and shall file the same in the office of the Governor, who upon receiving said oath of office, shall issue to each member a certificate of appointment. The Board shall have available for the Governor or his representative detailed reports on proceedings and shall keep adequate records on all licenses, and shall make an annual report in such form as required by the Governor.

SECTION 5.

ORGANIZATION OF BOARD: EXPENSES: MEETINGS: SEAL: RULES AND REGULATIONS: EXAMINATIONS: The Board of Examiners of Psychologists shall elect annually a President and Vice-President. Said Board shall operate under the terms of Chapter 84-1, providing for a Joint-Secretary for the several State Examining Boards and said Joint-Secretary shall serve said Board as provided by law. Each member shall receive all necessary expenses incident to holding meetings; provided, however, that expenses shall in no case exceed the fees collected by said Joint-Secretary for said Board. The Board shall

hold at least one regular meeting each year, said required meeting to be held at the State Capitol. Call meetings may be held at the discretion of the President or at the written request of any two members of the Board. Said Board shall adopt a seal, which must be affixed to all licenses issued by the Board. The Board shall, from time to time, adopt such rules and regulations as they may deem necessary for the performance of their duties, and shall examine and pass upon the qualifications of the applicants for the practice of applied psychology as herein provided. Three members of the Board shall at all times constitute a quorum. The Board shall be empowered to hire such clerical assistance as is necessary to carry on its activities, within the limits of funds available to the Board.

SECTION 6.

PRACTICE OF APPLIED PSYCHOLOGY WITHOUT LICENSE PROHIBITED: EXCEPTIONS: If any person shall hold himself out to the public as being engaged in the practice of applied psychology and shall not then possess in full force and virtue a valid license to practice applied psychology under the laws of this state, he shall be deemed to be practicing applied psychology without complying with the provisions of this Chapter, and in violation thereof. Nothing in this Act shall be construed to limit the activities and services of a person in the employ of or serving for an established and recognized religious organization, an established and recognized social welfare agency, or the use of psychological techniques by organizations engaged in business, commerce or industry, or by persons within their salaried employ provided that the title "applied psychologist" is not used by a person not licensed and that the professional practice of psychology is not implied by a person not licensed under this Act. Persons employed in federal, state, county, or municipal agencies, or in chartered educational institutions or who are students in training in chartered educational institutions are exempted when practicing in their agencies or institutions, as are technicians, assistants or interns working under the supervision of licensed individuals.

SECTION 7.

LICENSE TO PRACTICE APPLIED PSYCHOLOGY: HOW TO OBTAIN: QUALIFICATIONS OF APPLICANTS: Any person wishing to obtain the right to practice applied psychology in this State, who has not heretofore been licensed so to do, shall, before it shall be lawful for him to practice applied psychology in this State, make application to the State Board of Examiners of Psychologists through the Joint-Secretary, State Examining Boards, upon such form and in such manner as shall be adopted and prescribed by the Board, and obtain from the

Board a license so to do. Unless such a person has obtained a license as aforesaid, it shall be unlawful for him to practice, and if he shall practice applied psychology without first having obtained such a license, he shall be deemed to have violated the provision of this Chapter. A candidate for such license shall furnish the Board with satisfactory evidence that he (a) is of good moral character; (b) is a citizen of the United States or has legally declared his intention of becoming one; (c) has received a degree of doctor of philosophy in psychology from an accredited educational institution recognized by the Board as maintaining satisfactory standards, or, in lieu of said degree, a doctorate degree in a closely allied field if it is the opinion of the Board that the training required therefor is substantially similar; (d) has had at least one year of experience in applied psychology of a type considered by the Board to be qualifying in nature; (e) is competent in applied psychology, as shown by passing such examination, written or oral, or both, as the Board deems necessary; and (f) has not within the preceding six months failed an examination given by the Board: Provided that the Board may at its discretion accept satisfactory substitute training and experience in lieu of that prescribed in sub-sections (c) and (d) of Section 7.

SECTION 8.

EXAMINATION OF APPLICANTS FOR LICENSES TO PRACTICE APPLIED PSYCHOLOGY: Examination of applicants for a license to practice applied psychology shall be made by the Board of Examiners of Psychologists at least once a year according to methods and in such subject fields as may be deemed by the Board to be the most practical and expeditious to test the applicant's qualifications. The Board shall require the examination to be written or oral, or both, provided that in any written examination such applicant shall be designated by a number instead of a name so that his identity shall not be disclosed to the members of the Board until the examination papers have been graded. The Board shall grade the written examinations returned by the candidates and shall keep them for at least one year. A candidate shall be held to have passed the examination upon the affirmative vote of three or more members of the Board. Any unsuccessful candidate may upon written request to the Board, see his graded paper.

SECTION 9.

LICENSURE UNDER SPECIAL CONDITIONS: For a period of two years from the effective date of this Act the Board may waive either an assembled examination or the requirements of subdivision (c) of Section 7, or both, if it deems such action to be in the public interest; and may grant a license upon payment of the required fee to any person who meets the requirements of sub-

divisions (a) and (b) of Section 7, who is qualified by experience to practice applied psychology, and who has engaged in such practice of a nature satisfactory to the Board for at least three years full time, or its equivalent, within three years following the effective date of this Act. The Board may also grant a license without an assembled examination to any person residing or employed in the State who at the time of application is licensed or certified by a similar Board of another state whose standards, in the opinion of the Board, are not lower than those required by this Act, or who has been practicing psychology in another state and has qualifications not lower than those required by this Act, and is able to satisfy the Board that to grant him a license would be in the public interest, or who has been certified by the American Board of Examiners in Professional Psychology.

SECTION 10.

TEMPORARY LICENSES, ISSUANCE TO APPLICANTS TO PRACTICE: In the discretion of the Joint-Secretary, State Examining Boards, with the approval of the President of the State Board of Examiners of Psychologists, he may issue a temporary license to an applicant for a permanent license. Said temporary license shall have the same force and effect as a permanent license until the Board has rejected or approved the application for a permanent license. Said temporary license shall not be recorded.

SECTION 11.

SUSPENSION, REFUSAL, OR REVOCATION OF LICENSE TO PRACTICE APPLIED PSYCHOLOGY: GROUNDS: The Board of Examiners of Psychologists may refuse to grant a license to practice applied psychology, or may suspend any such license for a definite period not to exceed one year, or may cause a licentiate's name to be removed from the office of any clerk or court, on the grounds to wit: the employment of fraud or deception in applying for license or in passing the examination provided for in this Chapter; conviction of felony; the practice of applied psychology under a false or assumed name or the impersonation of another practitioner of a like or different name; habitual intemperance in the use of ardent spirits, narcotics, or stimulants to such an extent as to incapacitate him for the performance of his duties; or negligence or wrongful actions in the performance of his duties. Said Board may, upon satisfactory proof made that any applicant or licentiate has been guilty of any of the above enumerated offenses, refuse to grant a license to said applicant or may revoke a license of said licentiate upon a vote of at least four members of the Board. After three years from the date of a revocation, an application for reinstatement may be made to the Board, and it may, upon favorable action by four of its members grant such reinstatement.

SECTION 12.

HEARING ON REFUSAL, SUSPENSION OF LICENSE: The Board may not suspend or revoke or refuse to issue or to renew any license for any cause listed in Section 11, unless the person accused has been given at least twenty days notice in writing of the charge against him and a public hearing by the Board. The written notice shall be mailed to the person's last known address, but the non-appearance of the person shall not prevent such a hearing. Upon such a hearing the Board may administer oath and procure by its subpoenas the attendance of witness and the production of relevant books and papers.

SECTION 13.

APPEAL FROM THE BOARD'S RULING OF LICENSES: Any person whose license has been revoked or suspended by the Board may appeal to the Fulton Circuit Court for a trial de novo by filing with the clerk a certified copy of the charge heard by the Board and his petition requesting a trial. The Board shall make certified copies of any charges upon demand of the applicant. When the copy of the charge is lodged with the clerk of the Fulton Circuit Court and the required deposit of court cost is paid within ten days after the Board's findings, the appeal shall be considered perfected and shall be docketed and stand for trial. No such appeal shall operate as a supersedeas to such revocation or suspension.

SECTION 14.

RECORDING OF LICENSES TO PRACTICE APPLIED PSYCHOLOGY: Before any person who obtains a license from the Board of Examiners of Psychologists may lawfully practice in this State, he shall cause the said license to be recorded in the office of the Clerk of the Superior Court of the county in which he resides. The license shall be recorded by the Clerk in a book kept for that purpose and shall be indexed in the name of the person to whom the license is granted. The Clerk's fee for recording the license shall be the same as for recording a deed. The Clerk shall make a report to the Joint-Secretary, State Examining Boards, on December 31 of each year on licenses registered with him. Each applicant receiving a license from the Board shall cause the same to be registered within thirty days.

SECTION 15.

LICENSE FEES: There shall be paid to the Joint-Secretary, State Examining Boards, by each applicant for license by examination, an initial fee of ten dollars. If the applicant is found eligible for licensure, he shall pay an additional fee of

fifteen dollars prior to the granting of the license. A fee of ten dollars shall be charged for issuing a temporary license or a license by reciprocity. No part of any fee shall be returnable under any circumstance.

SECTION 16.

RENEWAL OF LICENSES: During the month of January of each year, every license holder shall apply to the Board for a renewal of his license and if, at the discretion of the Board, the license is renewed, he shall pay to the Board a renewal fee of two dollars and shall receive a renewal license. Any license shall be canceled if the holder fails to secure the renewal license within three months after the renewal date, but any license so canceled by default may be restored by the Board upon payment of a fee of ten dollars, within one year after cancellation.

SECTION 17.

ISSUANCE OF LICENSE TO PRACTICE APPLIED PSYCHOLOGY: DUTY OF JOINT-SECRETARY TO AID IN PROSECUTION: The Board of Examiners of Psychologists shall have authority to administer oaths, to summon witnesses, and to take testimony in all matters relating to its duties. Said Board shall issue licenses to practice applied psychology to all persons who shall present satisfactory evidence of attainments and qualification under provisions of this chapter and the rules and regulations of the Board. Such licenses shall be signed by the President of the Board of Examiners of Psychologists and attested by the Joint-Secretary, State Examining Boards, under the Board's adopted seal, and it shall give absolute authority to the person to whom it is issued to practice applied psychology in this State. It shall be the duty of the Joint-Secretary under the direction of the Board to aid the solicitors in the enforcement of this chapter and the prosecution of all persons charged with the violations of its provisions.

SECTION 18.

PRIVILEGED COMMUNICATIONS: For the purpose of this Chapter, the confidential relations and communications between licensed applied psychologist and client are placed upon the same basis as those provided by law between attorney and client, and nothing in this Chapter shall be construed to require any such privileged communication to be disclosed.

SECTION 19.

USE OF TITLE: No person shall use the title "Licensed Applied Psychologist" in this State without a license granted by said Board of Examiners of Psy-

chologists and signed by same. No person not licensed as provided in this Act shall designate himself or his occupation by the words "Licensed Applied Psychologist," nor shall such person designate himself by any other term or title which implies that he is practicing professional psychology, unless he has a valid license.

SECTION 20.

PENALTIES: Any person who violates any of the provisions of this Act shall be guilty of a misdemeanor and upon conviction shall be fined no less than one hundred dollars nor more than five hundred dollars for such violation.

SECTION 21.

EFFECTIVE DATE: This Act shall take effect sixty days from the date of its passage.

FRED HAND
Speaker of the House

JOE BOONE
Clerk of the House

S. MARVIN GRIFFIN
President of the Senate

GEORGE D. STEWART
Secretary of the Senate

Approved:

HERMAN E. TALMADGE

Governor

This 21 day of Feb. 1951

II

Bill to Regulate the Practice of Psychology in the State of Tennessee

A bill to become an act to regulate the practice of psychologists in Tennessee, including instruction therein, as herein defined; to create the Board to be known as the "Tennessee Board of Examiners in Psychology"; to prescribe the duties and powers of said Board; to fit penalties for the violation of this Act.

Section 1. Be it enacted by the General Assembly of the State of Tennessee, That there is hereby created a Board to be known as "Tennessee Board of Examiners in Psychology" composed of five members, appointed by the Governor of this State within sixty days after the effective date of this Act, in the manner and for the terms of office as hereinafter provided.

Section 2. DEFINITION OF PRACTICE OF PSYCHOLOGY.

Be it further enacted that, Two levels of psychological practice are defined for purposes of this Act. Such levels are to be known and are hereinafter referred to as (a) "Psychological Examiner" and (b) "Psychologist."

A. A person practices as a "Psychological Examiner" within the meaning of this Act when he holds himself to be a Psychological Examiner and/or renders to individuals or to the public for remuneration any service involving the application of recognized principles, methods and procedures of the science and profession of psychology, such as interviewing or administering and interpreting tests of mental abilities, aptitudes, interests and personality characteristics, for such purposes as psychological evaluation or for educational or vocational selection, guidance or placement. The Psychological Examiner practices the following only under qualified supervision: over-all personality appraisal or classification, personality counseling, psychotherapy or personality readjustment techniques.

B. A person practices as a "Psychologist" within the meaning of this Act when he holds himself out to be a Psychologist and/or renders to individuals or to the public for remuneration any service involving the application of recognized principles, methods and procedures of the science and profession of psychology, such as interviewing or administering and interpreting tests of mental abilities, aptitudes, interests and personality characteristics, for such purposes as psychological evaluation or for educational or vocational selection, guidance or placement, or for such purposes as over-all personality appraisal or classification, personality counseling, psychotherapy or personality readjustment.

C. Nothing in this definition shall be construed as permitting the use of those forms of psychotherapy which involve the administration or prescription of drugs or electroshock or in any way infringing upon the practice of medicine as defined in the laws of this State.

"The Psychologist or Psychological Examiner who engages in psychotherapy must establish and maintain effective inter-communication with a psychologically oriented physician, usually a psychiatrist, to make provision for the diagnosis and treatment of medical problems by a physician with an unlimited license to practice the healing arts in this State. A psychologist or psychological examiner must not attempt to diagnose, prescribe for, treat, or advise a client with reference to problems or complaints falling outside the boundaries of psychological practice."

Section 3. USE OF TITLE

Be it further enacted that, It is specifically prohibited that any individual or organization shall present himself or be presented to the public by any title incorporating the name "psychological," "Psychologist," or "psychology" other than those so licensed by this Act, except that any psychological scientist employed by a recognized research laboratory, college or university may represent himself by the academic or research title conferred upon him by the administration of such laboratory, college or university. Nothing in this section shall be construed as permitting such persons to offer their services to any other persons or organizations as consultants or to accept remuneration for any psychological services other than that of their institutional salaries unless they have been licensed under this Act. Visiting lecturers from recognized laboratories, colleges or universities are exempt from the provisions of this section and may utilize their academic or research title when presenting lectures to similar institutions or organizations. Students of psychology, psychological interns and other persons preparing for the profession of Psychological Examiner or Psychologist under qualified supervision in recognized training institutions or facilities may be designated by such titles as "Psychological Intern," "Psychological Trainee" or others clearly indicating such training status.

Section 4. BOARD OF EXAMINERS

Be it further enacted that, There is hereby created a State Board of Examiners in Psychology, hereinafter referred to as the Board to consist of five members who shall be appointed by the Governor under conditions hereinafter set forth. Two members shall be chosen from and shall be members of the faculty, with the rank of assistant professor or above, of the accredited colleges and universities in the State, and shall be primarily engaged in teaching, research and/or administration of psychology, and three members shall be licensed Psychologists or qualified for such licensure under the terms of this Act. Said Board

shall perform such duties and exercise such powers as this Act prescribes and confers upon it. No member of the Board shall be liable to civil action for any act performed in good faith in the performance of its duties as set forth in this Act.

Section 5. APPOINTMENT OF BOARD BY GOVERNOR

Be it further enacted that, Original appointments to the Board shall be for terms as follows: One practicing psychologist for a term of one year, one academic psychologist for a term of two years, one practicing psychologist for a term of three years, one academic psychologist for a term of four years, and one practicing psychologist for a term of five years. All subsequent appointments shall be for five-year terms. Vacancies shall be filled for any unexpired terms, and members shall serve until their successors are appointed and have qualified. Only practicing psychologists shall be appointed to succeed practicing psychologists, and only academic psychologists shall be appointed to succeed academic psychologists. Board members shall be ineligible for reappointments for a period of five years following completion of their terms. All appointments to the Board shall be made from a list of qualified members of the Tennessee Psychological Association to be furnished to the Governor by said Association. Said list shall contain at least four academic psychologists and five practicing psychologists. All vacancies occurring in the Board shall be filled by the Governor for the unexpired term from the said list of qualified members of the Tennessee Psychological Association within thirty days after the vacancy occurs: Provided, that if the said association shall fail to furnish the Governor with the said list of persons eligible for such appointment, the Governor shall appoint such members of the profession of psychology hereto as may seem to him to be proper. Any Board members may be removed by the Governor after notice and hearing for incompetence, neglect of duty, malfeasance in office, or moral turpitude.

Section 6. OATH OF OFFICE: CERTIFICATION OF APPOINTMENT

Be it further enacted that, Immediately and before entering upon the duties of said office, the members of the Board of Examiners in Psychology shall take the constitutional oath of office and shall file the same in the office of the Governor, who upon receiving said oath of office, shall issue to each member a certificate of appointment. The Board shall have available for the Governor or his representative detailed reports on proceedings and shall keep adequate records on all licenses, and shall make an annual report in such form as required by the Governor.

Section 7. ORGANIZATION OF BOARD: EXPENSES: MEETINGS: SEAL: RULES AND REGULATIONS: EXAMINATIONS

Be it further enacted that, The Board of Examiners in Psychology shall

elect annually a Chairman and Vice-Chairman. Each member shall receive all necessary expenses incident to holding meetings: Provided, however, that expenses shall in no case exceed the fees collected by said Board. The Board shall hold at least one regular meeting each year, said required meeting to be held at the State Capitol. Call meetings may be held at the discretion of the Chairman or at the written request of any two members of the Board. Said Board shall adopt a seal, which must be affixed to all certificates issued by the Board. The Board shall, from time to time, adopt such rules and regulations as they may deem necessary for the performance of their duties, and shall examine and pass upon the qualifications of the applicants for the practice of psychology as herein provided. Three members of the Board shall at all times constitute a quorum. The Board shall be empowered to hire such assistance as is necessary to carry on its activities, within the limits of funds available to the Board, and shall be empowered to accept grants from foundations or institutions to develop tests and carry on its functions.

Section 8. HOW TO OBTAIN LICENSE: QUALIFICATIONS OF APPLICANT FOR EACH LEVEL

Be it further enacted that, A. Any person wishing to obtain the right to practice as a Psychological Examiner in this State, who has not heretofore been licensed to do so, shall, before it shall be lawful for him to practice as a Psychological Examiner in this State, make application to the Board of Examiners in Psychology through the chairman, upon such form and in such manner as shall be adopted and prescribed by the Board, and obtain from the State Licensing Board for the Healing Arts a license to do so. Unless such a person has obtained a license as aforesaid, it shall be unlawful for him to practice, and if he shall practice as a Psychological Examiner without first having obtained such a license, he shall be deemed to have violated the provision of this Act. A candidate for such license shall furnish the Board with satisfactory evidence that he (a) is of good moral character; (b) is a citizen of the United States; (c) has had two academic years of graduate training in psychology including a master's degree, from an accredited educational institution recognized by the Board as maintaining satisfactory standards, or in lieu thereof, such training and experience as the Board shall consider equivalent thereto; (d) is competent as a Psychological Examiner, as shown by passing such examinations, written or oral, or both, as the Board deems necessary; (e) is not considered by the Board to be engaged in unethical practice; and (f) has not within the preceding six months failed an examination given by the Board: Provided that the Board may at its discretion accept satisfactory substitute training and experience in lieu of that prescribed in Subsection (c) of Section 8A.

B. Any person wishing to obtain the right to practice as Psychologist in this

State, who has not heretofore been licensed to do so, shall, before it shall be lawful for him to practice psychology in this State, make application to the Board of Examiners in Psychology through the chairman upon such form and in such manner as shall be adopted and prescribed by the Board, and obtain from the State Licensing Board for the Healing Arts a license so to do. Unless such a person has obtained a license as aforesaid, it shall be unlawful for him to practice, and if he shall practice psychology without first having obtained such a license, he shall be deemed to have violated the provision of this Act. A candidate for such license shall furnish the Board with satisfactory evidence that he (a) is of good moral character; (b) is a citizen of the United States; (c) has received a doctorate degree in psychology from an accredited educational institution recognized by the Board as maintaining satisfactory standards, or, in lieu of said degree, a doctorate degree in a closely allied field if it is the opinion of the Board that the training required therefor is substantially similar; (d) has had at least one year of experience in psychology of a type considered by the Board to be qualifying in nature, if the applicant is seeking examination and/or licensure in the field of clinical psychology; (e) is competent in psychology, as shown by passing such examinations, written or oral, or both, as the Board deems necessary; (f) is not considered by the Board to be engaged in unethical practice; and (g) has not within the preceding six months failed an examination given by the Board: Provided that the Board may at its discretion accept satisfactory substitute training and experience in lieu of that prescribed in Subsections (c) and (d) of Section 8B.

Section 9. PRACTICE WITHOUT LICENSE PROHIBITED: PENALTIES, EXCEPTIONS

Be it further enacted that, If any person shall hold himself out to the public as being engaged in the practice of psychology, such as clinical, consulting, industrial, personnel or counseling psychology and shall not then possess in full force and virtue a valid license to practice as Psychological examiner or Psychologist under the provisions of this Act and the provisions of the Healing Arts Act (Ch. 9. P.A. 1947, HB 234), he shall be deemed guilty of a misdemeanor, and upon conviction shall be fined not less than one hundred dollars nor more than five hundred dollars.

Nothing in this Act shall be construed to limit the professional pursuits of teachers in recognized public and private schools, clergymen, practitioners of medicine, or social workers from full performance of their professional duties. However, in such performance any title used must be in accord with Section 3 of this Act. Students of psychology, psychological interns and other persons preparing for the profession of Psychological Examiner or Psychologist may perform as a part of their training the functions specified in Section 2 of this Act,

but only under qualified supervision. Use of psychological techniques by business and industrial organizations for employment placement, evaluation, promotion or job adjustment of their own officers or employees or by employment agencies for the evaluation of their own clients prior to recommendation for employment is also specifically allowed. However, no industrial or business firm or corporation may sell or offer to the public or to other firms or corporations for remuneration any psychological services as specified in Section 2 of this Act unless such services are performed or supervised by individuals duly and appropriately licensed under this Act.

Section 10. EXAMINATIONS OF APPLICANTS

Be it further enacted that, Examination of applicants for a license to practice psychology at either level shall be made by the Board of Examiners in Psychology at least once a year according to methods and in such subject fields as may be deemed by the Board to be the most practical and expeditious to test the applicant's qualifications. Such examinations shall include the basic psychological sciences and shall be in lieu of the Basic Sciences Examination referred to in Chapter No. 92, P.A. 1943, HB 76. The Board shall require the examinations to be written or oral, or both, provided that in any written examination such applicant shall be designated by a number instead of his name so that his identity shall not be disclosed to the members of the Board until the examination papers have been graded. The Board shall grade the written examinations returned by the candidates and shall keep them for at least one year. A candidate shall be held to have passed the examination upon the affirmative vote of three or more members of the Board. Any unsuccessful candidate may upon written request to the Board, see his graded paper.

Section 11. LICENSURE UNDER SPECIAL CONDITIONS

Be it further enacted that, For a period of two years from the effective date of this Act the Board may waive either or both an assembled examination or the requirements of Subdivisions (c) of Section 8A or 8B, if it deems such action to be in the public interest; and may grant the appropriate license upon payment of the required fee to any person who meets the requirements of Subdivisions (a) and (b) of Section 8A or 8B who is qualified by experience to practice the appropriate level of psychology, and who has engaged in such practice of a nature satisfactory to the Board for at least three years full time, or its equivalent, within three years prior to the effective date of this Act. The Board may also at its discretion grant a certificate without an assembled examination to any person residing or employed in the State who at the time of application is licensed or certified by a similar board of another State whose standards, in the opinion of the Board, are not lower than those required by this

Act, or who has been practicing psychology in another State and has qualifications not lower than those required by this Act, and is able to satisfy the Board that to grant him a license would be in the public interest, or who has been certified by the American Board of Examiners in Professional Psychology.

Section 12. SUSPENSION, REFUSAL, OR REVOCATION OF LICENSE TO PRACTICE PSYCHOLOGY: GROUNDS

Be it further enacted that, The Board of Examiners in Psychology may refuse to grant a certificate, or may recommend suspension of any such license for a definite period not to exceed one year, on the following grounds; to wit: the employment of fraud or deception in applying for a license or in passing the examination provided for in this Act; conviction of felony; the practice of psychology under a false or assumed name or the impersonation of another practitioner of a like or different name; habitual intemperance in the use of ardent spirits, narcotics, or stimulants to such an extent as to incapacitate him for the performance of his duties; violation of the medical practices act; practice of a level of psychology inappropriate to the particular license held by the licentiate; upon recommendation of the ethics committee of the Tennessee Psychological Association or of the American Psychological Association; or negligence or wrongful actions in the performance of his duties. Said Board may, upon satisfactory proof that any applicant or licentiate has been guilty of any of the above offenses, refuse to grant a certificate to said applicant or may recommend revocation of a license of said licentiate upon a vote of at least three members of the Board. After three years from the date of a revocation, an application for reinstatement may be made to the Board, and it may, upon favorable action by three of its members, recommend such reinstatement.

Section 13. HEARING ON REFUSAL, REVOCATION, SUSPENSION

Be it further enacted that, The Board may not recommend suspension or revocation of licensure or refuse to issue or to renew any certificate for any cause listed in Section 12, unless the person accused has been given at least twenty days notice in writing of the charge against him and a public hearing by the Board. The written notice shall be mailed to the person's last known address, but the non-appearance of the person shall not prevent such a hearing. Upon such a hearing the Board may administer oath and procure by its subpoenas the attendance of witnesses and the production of relevant books and papers.

Section 14. REVIEW OF BOARD'S RULING

Be it further enacted, That any action of, or ruling or order made or entered by the Board declining to issue a certificate, declining to recommend licensure or recommending suspension or revocation of a certificate or license

shall be subject to review by the Courts of this State in the same manner, and subject to the same powers and conditions as now provided by law in regard to rulings, orders and findings of other quasi-judicial bodies in Tennessee, where not otherwise specifically provided.

Section 15. LICENSE FEES

Be it further enacted that, There shall be paid to the Board chairman by each applicant for a permanent license a fee of thirty-five dollars. No part of any fee shall be returnable under any circumstance other than failure of the Board to hold examinations at the time originally announced, whereupon the entire fee may be returned at the option of the candidate.

Section 16. ISSUANCE OF CERTIFICATE OR LICENSE

Be it further enacted, That the Board of Examiners in Psychology shall have authority to administer oaths, to summon witnesses and to take testimony in all matters relating to its duties. Said Board shall be the sole agency in this State empowered to certify concerning competence in the practice of psychology to the State Licensing Board for the Healing Arts and the sole board empowered to recommend licensure for the practice of psychology to the State Licensing Board for the Healing Arts. No individual shall be issued a license for the practice of psychology who has not been previously certified at the appropriate level of practice by the Board of Examiners in Psychology. The Board of Examiners in Psychology shall certify as competent to practice psychology all persons who shall present satisfactory evidence of attainments and qualifications under provisions of this Act, the rules and regulations of the Board and the provisions of the Healing Arts Act (Chapter No. 9, P.A. 1947, HB '34). Such certification shall be signed by the chairman of the Board of Examiners in Psychology under the Board's adopted seal. It shall be the duty of the Board chairman under the direction of the Board to aid the solicitors in the enforcement of this Act and the prosecutions of all persons charged with the violation of its provisions.

Section 17. PRIVILEGED COMMUNICATIONS

Be it further enacted, That for the purpose of this Act, the confidential relations and communications between licensed Psychologist or Psychological Examiner and client are placed upon the same basis as those provided by law between attorney and client, and nothing in this act shall be construed to require any such privileged communication to be disclosed.

Section 18. CODE OF ETHICS

Be it further enacted, That the Board of Examiners shall adopt a Code of Ethics to govern appropriate practices or behavior as referred to in Section

8 and Section 12 and shall file such code with the Secretary of State within 30 days prior to effective date of such Code.

Section 19. REVISION

Be it further enacted, That in order for this Act to continue to protect the public from unqualified persons claiming competence in psychology and at the same time not act in restraint of any professional group that may evidence competence to offer comparable services to the public, this Act will be subject to periodic review and possible revision. After five years from the effective date of this Act and no later than five years and sixty days after the effective date of this Act, the Board of Examiners shall appoint a committee or representatives from the professions of medicine and psychiatry, social work, law and the ministry to join the Board in a study of the effectiveness of this Act and to make recommendations jointly to the Governor for any revisions thereto.

Section 20. SEVERABLE PROVISIONS OF THIS ACT

Be it further enacted, That each and every provision and section of this Act shall be construed as severable from each other provision and section of the Act, and the unconstitutionality of any part of this Act shall not invalidate any other part thereof, the General Assembly hereby expressly declaring that this Act would have been passed with any such unconstitutional provision elided therefrom.

SECTION 21. EFFECTIVE DATE

Be it further enacted, That this Act shall take effect July 1, 1953, the public welfare requiring it.

III

The Certification of Clinical Psychologists in Virginia

Senate Bill No. 237

Be it enacted by the General Assembly of Virginia:

Section 1. Examining board created.—There is hereby created an Examining Board for the Certification of Clinical Psychologists, hereinafter referred to as the Board or the Examining Board, to consist of five members to be selected by the executive committee of the Section of Psychology of the Virginia Academy of Science. Two members shall be chosen from and shall be members of the faculties of the accredited colleges and universities in the State, and shall be actively engaged in teaching non-clinical psychology; and three members shall be certified clinical psychologists who have had at least five years of clinical experience, three years of which shall have been spent in an approved Mental

Hygiene Unit. Each member of the Board shall be a member of the American Psychological Association.

Section 2. Terms of office.—Original appointments to the Board shall be for terms as follows: one certified clinical psychologist for a term of one year, one non-clinical psychologist for a term of two years, one certified clinical psychologist for a term of three years, one non-clinical psychologist for a term of four years, and one certified clinical psychologist for a term of five years. All subsequent appointments shall be for five year terms. Vacancies shall be filled for the unexpired terms, and members shall serve until their successors are appointed and have qualified. Only clinical psychologists shall be appointed to succeed clinical psychologists, and only non-clinical psychologists shall be appointed to succeed non-clinical psychologists.

Section 3. Organization of Board; use of records.—The Board shall annually elect one of its members to serve as chairman, and the chairman shall appoint a secretary whose duty it shall be to keep the minutes and other records of the actions and deliberations of the Board. The Board shall adopt a seal, and rules and regulations for its own proceedings and government, and for the examination of candidates for certification as provided herein. The official records of the Board shall be available at all times for inspection by the Commissioner of Mental Hygiene and Hospitals to aid him in determining the fitness of any candidate for certification.

Section 4. Meetings of Board; examinations.—Regular meetings of the Board shall be held at such times and places as it prescribes, and special meetings may be held upon the call of the chairman or any two members, but there shall be not less than one regular meeting each year, at which meeting candidates applying for certification shall be examined and their qualifications determined.

Section 5. Qualifications of candidates.—A candidate for certification as a certified clinical psychologist who on the effective date of this act does not hold a certificate as an Approved Mental Examiner, shall, in order to be recommended for certification by the Board, produce satisfactory evidence that he (1) Is of good moral standing; (2) Holds a doctorate in psychology, including graduate courses in clinical, experimental, and physiological psychology and statistics; (3) Has had five years actual experience in clinical work, at least three years of which have been in an approved Mental Hygiene Unit, and at least one year of which has been under the direct supervision of a certified clinical psychologist and a certified psychiatrist; provided that the Board may accept other academic training and experience as the equivalent of that prescribed herein; (4) Is competent from a clinical standpoint, as shown by passing such examinations, written or oral, or both as the Board deems necessary.

Any candidate meeting these requirements shall be recommended by the

Board to the Commissioner of Mental Hygiene and Hospitals who, in his discretion, may issue a certificate to such person as a certified clinical psychologist. The Commissioner of Mental Hygiene and Hospitals may also issue a certificate as a certified clinical psychologist to any person who on the effective date of this act holds a certificate as Approved Mental Examiner, provided such person applies for such certificate within one year after such date. The Commissioner shall present to the Board a statement in writing of the grounds on which a certificate is refused to any person recommended by the Board.

Section 6. Penalties for violations.—Any person serving or practicing or holding himself out as qualified or capable of serving or practicing as a certified clinical psychologist without having complied with the provisions of this act shall be guilty of a misdemeanor and upon conviction thereof, shall be punished by a fine of not less than fifty nor more than five hundred dollars for each offense.

APPENDIX K

ORGANIZATION AND PROCEDURE, COUNCIL ON PSYCHOLOGICAL RESOURCES IN THE SOUTH

At its first meeting, on July 16-17, 1953, the Council on Psychological Resources in the South adopted the following statement of organization and procedure:

I. MEMBERSHIP

Initial membership of the Commission shall consist of persons from Florida, Georgia, Louisiana, North Carolina, South Carolina, and Tennessee, formerly members of the Conference Planning Committee and representatives from the United States Public Health Service and the Veterans' Administration with the addition of persons to be appointed by the Southern Regional Education Board from the states of Alabama, Arkansas, Kentucky, Maryland, Mississippi, Oklahoma, Texas, and Virginia.

In selecting successors to the initial membership of the Committee, the following principle is adopted:

The Commission on Psychological Resources should consist of one member from each of the fourteen states of the Southern region and such additional members as deemed necessary by the Council to effect a balance in representation among the various psychological service and interest areas and professional organizations.

In order to implement this principle, the chairman will appoint a standing membership committee which will consult with the psychologists of the states in nominating representatives for the consideration of the total Council which

in turn shall recommend for appointment to the Director of the Southern Regional Education Board.

In order to achieve rotation among the membership one-third of the present members shall be chosen by lot to serve for two years, one-third for three years and one-third for four years. Thereafter members shall serve for a three year period.

II. PROCEDURE

A. *Officers*

The Council shall select its own chairman who shall call meetings of the Council and shall preside at such meetings. It is expected that the Council, upon obtaining financial support, will employ an executive secretary who shall make arrangements for meetings, prepare agenda, distribute minutes of meetings, keep records of the Committee's activities and further the work of the committee as directed. Until such time as an executive secretary can be employed, the Consultant for Professional Programs of the Southern Regional Education Board will assist the Council in its operations.

The term of office for the chairman will be one year. The Council will also select from its membership for a one year term a vice-chairman and a secretary-treasurer. These three officers and two other members selected by the Council will serve on an executive council which will function for the entire committee during interim periods.

B. *Headquarters*

Headquarters of the Council shall be located at the offices of the Southern Regional Education Board. (At present—830 West Peachtree St., N. W., Atlanta, Georgia.)

C. *Time of Meetings*

The Council shall meet annually upon call of the chairman and more frequently, if necessary. The chairman shall call a meeting upon request of any six members of the Council.

III. FINANCING

A. *For Secretariat Functions*

The Southern Regional Education Board will assume temporarily the cost of secretariat functions, including such items as stenographic services, record keeping, and reproduction and distribution of minutes, until such time as funds can be obtained for the support of the Commission.

B. One of the major responsibilities of the Executive Committee will be to work out ways and means of achieving financial independence.

IV. PERSONNEL

The following officers of the Commission were elected:

Chairman—Dr. Nicholas Hobbs, Department of Psychology, George Peabody College, Nashville, Tennessee

Vice-Chairman—Dr. M. C. Langhorne, Chairman of Department of Psychology, Emory University, Emory University, Georgia

Secretary-Treasurer—Mr. Wm. J. McGlothlin, Consultant for Professional Programs, Southern Regional Education Board, Atlanta, Georgia

Member of Executive Committee—Dr. Paul Penningroth, Child Guidance Clinic of Pinellas County, St. Petersburg, Florida

Member of Executive Committee—Dr. J. C. Dixon, Director of Clinical Training, Department of Psychology, University of Florida, Gainesville, Florida

The Commission Chairman appointed the following to the Membership Committee: Dr. Louis D. Cohen, Department of Psychology, Duke University, Durham, North Carolina, *Chairman;* Dr. Thomas W. Richards, School of Medicine, Louisiana State University, New Orleans, Louisiana; and Dr. Stanley B. Williams, Department of Psychology, College of William and Mary, Williamsburg, Virginia.

Members of the Commission were selected by lot to serve staggered terms as follows:

TWO YEARS

Dr. Carl L. Altmaier, Jr., Dr. Robert E. Bills, Dr. Clair Calhoon, Dr. R. M. Hughes, Dr. Thomas W. Richards, Dr. Philip Worchel, and a representative from Arkansas.

THREE YEARS

Dr. J. C. Dixon, Dr. Nicholas Hobbs, Dr. M. C. Langhorne, Dr. Ray Musgrave, Dr. Paul Penningroth, Dr. Stanley B. Williams.

FOUR YEARS

Dr. Harry K. Brobst, Dr. Louis D. Cohen, Dr. John W. Gustad, Dr. John Hall Jones, Mr. Wm. J. McGlothlin, Dr. Gerald Pascal, Dr. Martha Westrope.

The Membership Committee will select two Negroes for appointment to the Council.

APPENDIX L

PROGRAM OF THE NATIONAL INSTITUTE OF MENTAL HEALTH, PUBLIC HEALTH SERVICE

The National Institute of Mental Health was established within the Public Health Service, Department of Health, Education, and Welfare, for the purpose of improving "the mental health of the people of the United States through the conducting of researches, investigations, experiments, and demonstrations relating to the cause, diagnosis, and treatment of psychiatric disorders; assisting and fostering such research activities by public and private agencies, and promoting the coordination of all such researches and activities and the useful application of their results; training personnel in matters relating to mental health; and developing, and assisting States in the use of, the most effective methods of prevention, diagnosis, and treatment of psychiatric disorders."

The major focus of the mental health program of the NIMH is to conduct and to promote research in the field of mental health, to encourage the training of professional personnel in the mental health disciplines, and to assist the States in the development of community mental health and hospital services. The overall policy is, wherever possible, to provide the impetus and the funds to carry out needed work which might otherwise not be initiated, and to pioneer in and explore new areas of investigation. As this work begins to be developed by other organizations, National Institute of Mental Health funds and resources are gradually shifted to newer areas. The policy of the National Institute of Mental Health also is to promote an inter-disciplinary approach to the investigation of mental health problems.

Training Grants Program:

In the field of training, the Institute assists universities and other training institutions to establish, continue and expand the teaching programs in psychiatry, clinical psychology, psychiatric social work, mental health nursing, and public health. Traineeships are made available through these institutions to assist in the training of professional personnel. The Institute staff also assists professional organizations in the mental health disciplines to review and adapt the design and content of teaching to keep training abreast of changing concepts and demands.

Research Program:

Research being conducted or supported by the NIMH is concerned with clinical studies and with laboratory investigations in the biological and the behavioral sciences, with a view to developing new knowledge which can later be applied to clinical problems. At the PHS Clinical Center, the Institute will have

the opportunity to conduct intensive studies of clinical situations, utilizing all types of instruments available from the various disciplines.

Through its Research Grants program, the Institute provides support for independent investigators and laboratories in universities and research institutions throughout the country. Grants have supported studies in anatomy, biochemistry, and physiology of the nervous system; normal child development; distribution, frequency, and genetics of mental illness; psychological processes; cause and diagnosis of various mental and emotional disorders; evaluation of methods of diagnosis, prevention, and treatment, and relationships between social stress and mental illness. A fellowship program provides support for the post-doctoral training of research investigators. In addition, support is given for special research conferences such as those on psychosurgery, the effect of early experiences on mental health, the evaluation of psychiatric therapies, and problems of interdisciplinary research in mental health.

Special attention is given by the Institute staff to program development problems in such areas as rehabilitation of the mentally ill both in the hospital and in the community, juvenile drug addiction, mental health problems of the aging, juvenile delinquency, industrial mental health, alcoholism, and mental deficiency. In cases where staff work has indicated the desirability, some grants for research and pilot studies have been made.

Community Services Program:

The program for community mental health services makes Federal funds available to the States on a matching basis. The Institute, through its staff of technical consultants and its regional mental health personnel, provides consultation to the States on their mental health programs. Consultation is provided in dealing with community program activities and with special problems of mental hospital administration, rehabilitation of former mental hospital patients, alcoholism, mental health in the schools, mental health implications in civil defense programs, legislation governing hospitalization of the mentally ill, and mental health education.

Biometrics Program:

In order to improve the collection and analysis of statistical data in this field, the Institute is working on the collection and presentation of uniform mental hospital and mental health clinic data, and the improvement and development of the research possibilities of such data. A model reporting area composed of mental hospital administrators and statisticians has been formed and is working on this problem.

Public Information Program:

Working in close cooperation with voluntary organizations, medical societies,

and citizens' groups, the Institute makes available authoritative information on mental and emotional disorders to community leaders, professional workers, and the general public. Educational materials include pamphlets, radio scripts for use by local groups, catalogs, and a monthly newsletter which also lists vacancies in mental health positions.

APPENDIX M

ROSTER, SOUTHERN REGIONAL CONFERENCE ON PSYCHOLOGICAL RESOURCES

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